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ABSTRACT

This third of three volumes of the 1992 Australian Council for Adult Literacy (ACAL) Conference Papers is a special edition of "Literacy and Numeracy Exchange." It includes nine papers from workshops with a more local New South Wales focus. "Literacy, Language, and Numeracy in the Workplace in the Context of Industry Restructuring" (Ursula Nowicki, Ken McLeod) raises some important points about workplace basic education programs, the nature of these programs, and development of a "flexible training program for consultative committees." "Competency Based Training (CBT) and Adult Basic Education Practitioners" (Merilyn Childs) takes a clear and precise look at CBT and asks what it is, how it affects us, and what it means for students. "The Why, What, When, and How of Teaching Maths in a 'Reading and Writing Class'" (Lorene Barin) discusses why numeracy and literacy should be taught, what is being taught in numeracy, when numeracy and literacy should be taught, and how to teach numeracy. "The Upside-Down Approach to Helping Adults with Spelling Difficulties" (Pam Moore) offers 10 strategies and suggestions for writing activities. "Economic Rationalism and Its Implications for Adult Education in Australia" (Rita Brademan) challenges the reader to investigate inherent contradictions in present policy directions. "'Every Which Way But...!' The Stereotyping and the Reality of Clients, Teachers, and Education in a Correction Centre" (Rosemary McDonald, Michael O'Hara) addresses the practical issues of how to deal with incarcerated students. "Negotiating within the Curriculum" (Christine Bolton) looks at one way curriculum has been negotiated within the Certificate of Adult Basic Education course. "The Right to Literacy: The Role of the Public Library" (Margaret Whittaker) chronicles developments within public libraries. "Pre-Release Basic Education Program for Aboriginal Prisoners" (Kinga Macpherson) describes the development, implementation, and evaluation of a program that addresses issues relating to the needs of Aborigines upon their release from jail. (YLB)

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Autumn 1992

CONFERENCE PAPERS

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Acronyms

TAFE	Technical and Further Education
AMES	Adult Migrant English Service
BACE	Board of Adult and Community Education
EWP	English in the Workplace Programs
DSP	Disadvantaged Schools Program
NTB	National Training Board
ALLP	Australian Language and Literacy Policy
ALIO	Adult Literacy Information Office
UTS	University of Technology Sydney
WELL	Workplace English Language and Literacy
ABE	Adult Basic Education
RAWFA	Reading and Writing for Adults
BWIU	Building Workers Industry Union
ESOL	English for Speakers of Other Languages
ETF	Education Training Foundation
NCELTR	National Centre for English Language Teaching and Research
NESB	Non-English Speaking Background
NBEET	National Board for Employment, Education & Training
SIP	Special Intervention Program
DCS	Department of Corrective Services

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Editorial

by David Riordan

This edition of *Literacy and Numeracy Exchange* is a selection of papers from the 1992 Australian Council of Adult Literacy (ACAL) Conference held in October, 1992 at the University of Sydney. The conference drew 500 people from all over Australia and New Zealand with speakers coming from as far as the UK. The conference was a great success and generated much discussion and debate both in workshops and during teabreaks.

These papers, written by New South Wales practitioners, are practical, investigative and questioning. They raise interesting issues which may challenge our practice or may advise and inform our teaching. They ask philosophical questions about future directions of adult literacy and numeracy and in some cases provide us with an historical perspective of the language students have to grapple with.

Ursula Nowicki and Ken McLeod look at 'Literacy and Numeracy in the Workplace in the Context of Industry Restructuring', raising some important points about workplace basic education programs, the nature of these programs and the development of a "flexible training program for consultative committees".

Merilyn Childs, in her article 'Competency-Based Training and Adult Education', takes a clear and precise look at CBT and asks what it is, how does it affect us, and what does it mean for our students?

Next Lorene Barin, in 'The Why, What, When and How of Teaching Maths in Reading and Writing Class', looks at the integration of numeracy and literacy and challenges practitioners to analyse what we are really teaching when we teach numeracy and when we should be teaching it, while providing some helpful 'how to' advice for numeracy teachers.

Pam Moore looks at 'The Upside-Down Approach to Helping Adults with Spelling Difficulties'. Pam takes us through her workshop step by step giving ten strategies for us to use in our literacy classes as well as some

interesting suggestions for writing activities. In addition she gives us an in depth look at the history of the English language, certainly an interesting expose of our language.

Rita Brademan takes us into the area of 'Economic Rationalism and Its Implications for Adult Education in Australia', asks many probing questions and challenges the reader to further investigate inherent contradictions in present policy directions.

Literacy and Numeracy in prisons was an area of interest to many delegates. In the article 'Every Which Way But . . . ! The Stereotyping and Reality of Clients, Teachers and Education in a Correction Centre' Michael O'Hara and Rosemary McDonald address the practical issues of how to deal with incarcerated students.

Chris Bolton ran a workshop on 'Negotiating within the Curriculum' and looks at how she negotiated the CABE Curriculum, not only the electives taken by students, but more importantly, the actual content and delivery of the course.

Margaret Whittaker, Central Branch Manager at Bankstown City Library and Information Service, investigates the role of the public libraries in assisting students developing their literacy skills, through awareness raising sessions with the librarians, visits to local literacy and numeracy classes and increasing adult literacy and numeracy resources in libraries.

Finally Kinga Macpherson reports on the 'Pre-Release Basic Education Programs for Aboriginal Prisoners' in the Western Institute of TAFE.

This edition of *Literacy and Numeracy Exchange* will complement two other volumes of Conference papers. The first volume includes papers from Keynote speakers; the second includes papers from workshops with a national focus. These volumes are currently in production.

Thank you to all presenters and workshop leaders for your hard work and dedication and a special thank you to contributors of this edition.

David Riordan

Literacy, Language and Numeracy in the Workplace in the Context of Industry Restructuring

Part One: Ursula Nowicki
Part Two: Ken McLeod

This paper, presented at the conference by Vic Margan, Ursula Nowicki, Di Warwick, Ken McLeod and Mary Adams, examines models that ensure literacy, language and numeracy programs in the workplace are part of mainstream training, looking at a training program which integrates workplace training as closely as possible with the work of workplace consultative teams.

Part One

This session will be divided into two parts:

- the first will engage with a case study of a typical workplace literacy program in the mid-eighties. My colleague will then describe the changing industrial context to help us re-examine those practices in the light of changes in industry.
- the second will be a presentation of the work that is being done on a project aimed at improving the skills of workplace consultative committees. The presentation will lead into a workshop in which conference participants will be asked to assist the project team to grapple with some of the knotty problems inherent in consultative committee training.

It is very important to note that in the limited time we have we want to present you with enough information so that you may assist us in our future work, i.e. the provision of language, literacy and numeracy services in the workplace and the development of consultative committee training, both in the context of industry

restructuring. What I'm really saying is that none of us thinks we have all the answers to the range of matters we'll be asking you to consider.

Clearly, there is pressure from both industry and government for providers of language, literacy and numeracy programs in the workplace to shift the focus of those programs from the needs of the individual to the needs of the industry or enterprise. This change in direction is articulated in a Discussion Paper recently distributed for comment to TAFE Training Division and key players in industry in NSW. In part the Discussion Paper states that:

Language is central to industry restructuring and training. TAFE and industry must work in active partnership to enable all workers to benefit from restructuring training initiatives.

Specifically, TAFE's role in this partnership will be:

- to inform industry personnel of the key issues relating to language, literacy and numeracy teaching and learning
- to provide strategies in language, literacy and numeracy teaching to industry personnel (especially trainers)
- to ensure that language and literacy are not used as barriers to training opportunities (i.e. in the assessment of workers' competence).

The language, literacy and numeracy involved in workplace tasks should be identified and taught explicitly when such teaching is necessary. Those skills should be taught as integral parts of industry training programs.

The next presenter, Di Warwick, made the point that workplace provision created new questions that could not be answered if TAFE maintained its college-based mind-set. For example, in the workplace the question of classifying clients as either ABE or ESOL becomes a question of how best to provide for all needs under workplace conditions; the question of negotiating learning outcomes with learners becomes a question of making the non-negotiable, industry-driven outcomes meaningful in relation to literacy/language development; the question of providing a balanced syllabus which encompasses the teaching of a wide range of skills becomes a question of identifying and teaching the particular skills that relate to job requirements; and the question of ensuring that assessment is non-threatening, and hence often informal becomes a question of preparing learners for formalised, competency-based assessment. The realities of the workplace will blur the distinction between language and literacy assistance and it is in our interest as practitioners to learn from each other and support each other's efforts to provide appropriate workplace programs.

PART ONE: MODELS OF WORKPLACE PROVISION

Ursula Nowicki then asked the conference participants to examine in detail a hypothetical case study of ABE provision in the mid-eighties. The participants were asked to form groups and select a scribe to write brief notes against the features of the case study. (See 'Workplace literacy provision' below.)

In synthesising the information gathered in the analysis of the case study, the presenter highlighted the marginal nature of language, literacy and numeracy provision in the past. In particular, she noted that, from the workplace perspective, literacy programs were characterised in this way:

- they were funded by the government
- they were for workers who had problems with the language (i.e. there was no need to examine the language of the workplace itself)
- they had to be provided before certain workers could attempt 'proper' training
- the content of literacy courses was decided by the literacy teacher and to that end may have been entirely irrelevant to the learners' workplace needs
- they were inefficient (i.e. they took a lot longer than other workplace training)
- they didn't seem to achieve much.

The presenter then went on to indicate how industry restructuring is affecting the way providers of language, literacy and numeracy services approach their work for industry. This involved a brief outline of the relationship between award restructuring and the Australian Standards Framework; the implications of competency-based training; the accountability that fee-for-service brings with it; and the pressure applied by funding bodies like the WELL Program to incorporate language, literacy and numeracy into industry training.

Time was running very short at this point but the next step of the workshop would have been for the same groups to re-form, and, with the same items as on the original analysis sheet, to decide what elements of workplace provision have to change and why—items like: who will be responsible for the language development of the workforce; the need for closer communication between language/literacy/numeracy practitioners and key personnel in the workplace; the need for professional development of teachers wishing to make the career move to workplace provision; who will own industry training programs with language/literacy/numeracy support; and the industrial issues surrounding the new roles teachers and trainers were likely to play. All were sure to have generated lively discussion had time permitted.

WORKPLACE LITERACY PROVISION BEFORE INDUSTRY RESTRUCTURING: A HYPOTHETICAL CASE STUDY.

In the mid 1980s TAFE ABE was approached by a company training manager to run some literacy/numeracy classes for its workers in metropolitan Sydney. The approach was in response to the Health and Safety Committee's concerns about workplace safety.
Classes were to be run on site for 3 hours a week for a trial period of 18 weeks.

Work finished at 4.30 p.m.. Classes were scheduled to run from 3.00 to 6.00. on Wednesdays.
TAFE appointed a part-time teacher to conduct the trial, which TAFE agreed should start a fortnight after the company's approach. That gave the teacher time to conduct individual assessments of the twelve potential candidates, and to familiarise herself with the organisation. A tour of the plant was arranged. Meetings with representatives from management and the union were also arranged. The section manager in charge of the learners warned the teacher that her job would be difficult, as the workers in his section couldn't read or write much. "Whatever you teach them will be a help. You just go ahead. You're the expert."
These meetings, the individual assessments and various written and graphic materials gathered in the workplace gave the teacher a starting point for identifying the worker's needs. These needs, as perceived by the teacher, shaped the individual programs for the learners over the 18 week course.
The theoretical basis for teaching this class and the teaching methodology used were the same as those the teacher used in her RAWFA classes. The major difference was that for this class a substantial number of classroom activities related to the workplace. The remainder related to the learners' wider context.
Six learners were selected to attend classes outside the workplace.
The workplace classes were attended regularly and enthusiastically. Though at the end of the course the teacher was unable to report a significant improvement in the learner's reading and writing skills, she claimed that all the learners had made some gains and that they now seemed more confident in attempting simple reading and writing tasks. She was also able to point out that some learners had either received promotion or had enrolled in further courses of various kinds.
The trial was considered a success and a continuation of the classes on the same basis was negotiated. The trial and further classes were funded by the State Government.

Features of workplace language/literacy provision before industry restructuring - Discussion Points
Basis for learner selection
Curriculum—what *is* the curriculum? who is responsible for it?
Syllabus design—what is the process? who is responsible for it?
Staff development for language/literacy teacher
Information sessions about language/literacy issues for workplace personnel
Theoretical basis
Teaching methodology
Teacher accountability
Management involvement in the literacy course
Union involvement in the literacy course
Assessment
Outcomes for learners
Measures of success of the course
Source of funding for the course

WORKPLACE CONSULTATION & PARTICIPATION TRAINING

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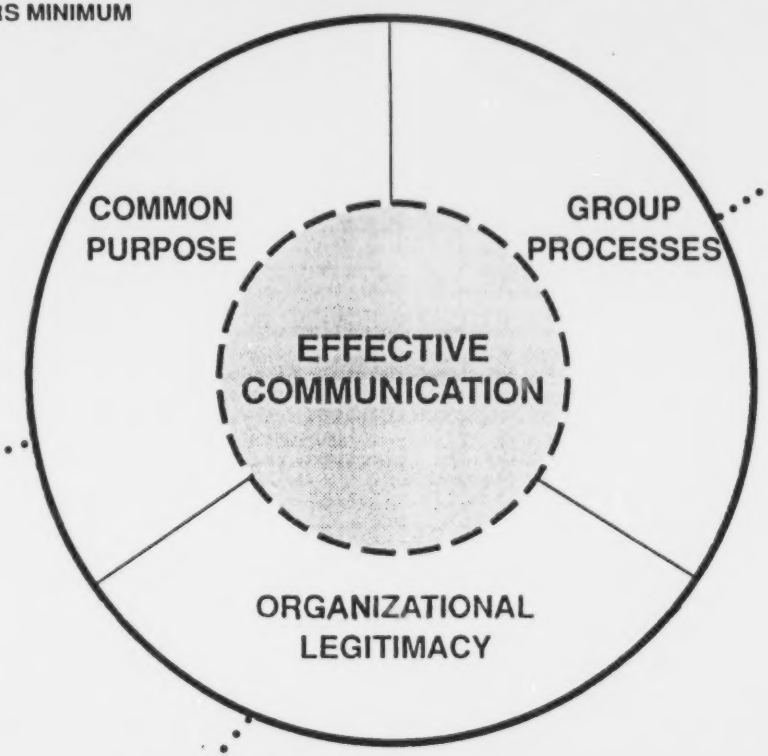
FIELD ONE: WORKPLACE CONSULTATION SKILLS

DURATION OF MODULES: 3 HOURS MINIMUM

CORE COMPETENCIES

- Use appropriate verbal and non-verbal communication skills to relate and solve problems
- Use information processing skills
- Work with others as part of a team to establish a common purpose
- Use strategies appropriate to the organization and group to facilitate the achievement of objectives
- Identify context and define purpose of the group in relation to the organization



THE CONSULTATIVE PROCESS	SETTING GOALS & OBJECTIVES
ROLE & OBJECTIVES OF WORKPLACE COMMITTEES	DEVELOPING AN ACTION PLAN
COMMITTEE CHARTER OR CONSTITUTION	EVALUATING WORKPLACE CONSULTATION

- WORKING AS A TEAM
- PLANNING & CONDUCTING A MEETING
- GROUP STRATEGIES
- DECISION-MAKING & PROBLEM SOLVING
- CONFLICT MANAGEMENT
- GATHERING & USING INFORMATION
- DELEGATING & REPORTING
- GROUP FACILITATION

CONSULTATION FOR CHANGE	WORKPLACE CHANGE ISSUES	WORKPLACE CULTURE	ORGANIZATION STRUCTURE & COMMUNICATION	DEVELOPING A COMMUNICATION STRATEGY	DEVELOPING & PRESENTING A PROPOSAL	NEGOTIATING WORKPLACE CHANGE

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Part Two

THE WORKPLACE CONSULTATION AND PARTICIPATION TRAINING PROGRAM

The NSW TAFE Foundation Studies Training Division through TAFE OUTREACH is developing a flexible training program for Consultative Committees and other on-going workplace committees and project/work teams.

The overall aim of the program will be to assist participants in workplace consultation processes at all levels to:

- better understand the complex and varied aspects of industrial, cultural and organisational change within the specific context of their industry and enterprise; and,
- develop the competencies and strategies necessary to work as a member of a team to effectively mediate and facilitate the change process in their workplace.

The process of industry restructuring in Australia has given rise to many inter-related consequences, including:

- changes in management practices and work organisation
- interest in strategies for managing on-going change in the workplace
- an increased emphasis on employee participation, and
- the emergence in many industries of formal employee consultative processes.

The impetus for workplace consultation has come from a variety of factors in different industries and enterprises such as:

- award restructuring, with many awards now specifying the establishment of consultative committees or other consultative mechanisms at enterprise or workplace level
- the broader processes of organisational, cultural and technological change
- the promotion in many industries of international best practice frequently emphasising the importance of employee participation and commitment, and
- in some enterprises the necessity of achieving a high level of agreement with and commitment to corporate goals in order simply to survive.

Consultative committees have emerged as the typical vehicle for workplace consultative processes. Their form varies with enterprise and industry, as does their charter and composition. In broad terms they are a joint management/employee committee that operates as an established and agreed forum for consultation within the organisation. In some organisations they operate fairly informally while in others their composition and terms of reference are based on award provisions. Sometimes they fulfil a function little different to a suggestion box, but many firms are encouraging their development as venues for joint problem solving. Broadly, their function could be said to be to facilitate and mediate the processes of change within the workplace.

As groups, consultative committees also vary considerably. From a training perspective, however, they typically share some important characteristics:

- They are usually of diverse composition, drawing members from different sections of the organisation with different workplace sub-cultures, roles within the organisation, histories, and perceptions of the employee/management relationship. A typical consultative committee might include people of widely different levels of skill and experience in 'committee' work.
- Spoken language skills are fundamental to effective operation within a committee or team environment and ensuring effective functional links between the committee and the various stakeholders and work areas within the organisation.
- Such committees/teams are not formed for training purposes and thus entry competencies cannot be established or assumed.

In approaching the task of developing a training program for consultative committees our project team established the following design objectives:

- Training support to be available at any stage in the life of a workplace committee or team, not just front end training at formation.
- Training to be customised to the needs, context, circumstances, composition and functions of each committee/team and delivered on-site in an appropriate format at appropriate times.
- Training to be integrated as closely as possible with the actual work of the committee/team and its development as an on-going learning environment encouraged and supported.
- Training to emphasise the development of the spoken language skills and strategies necessary for participation in consultative processes.
- Training to be competency-based with provision for articulation into related areas of training which individual committee/team members may wish to pursue.

The program will consist of optional modules of variable duration that may be mixed and matched in almost any combination. The modules will be organised in two fields:

Workplace Consultation Skills

Workplace Change: Context and Strategies

Each module will consist of a framework of competencies, elements, concepts and skills and performance criteria; notes for the trainer including any special conditions, relevant issues, guidelines for preparing the module for delivery and details of related courses and subjects; suggestions and ideas for training strategies; and information on useful resources. Use of the modules will require trainers to undertake pre-delivery on-site research with particular attention to the language characteristics of the client group and the cultural context of their workplace.

Further information can be obtained by contacting:

Ken McLeod, OUTREACH, Workplace Education

Strathfield College of TAFE, Sydney, NSW. Phone: 02 745 8113. Fax: 02 745 8143

Competency Based Training and Adult Basic EducationPractitioners

Merilyn Childs

This paper examines the issues surrounding CBT relating to the development of curriculum for ABE courses. (For a broader discussion of CBT issues, see the materials cited in 'References' at the end of this paper.)

Background

Over the past six months I have been a Project Officer for NSW TAFE Foundation Studies Training Division, developing curriculum for a course called "Literacy and Organisational Change". This work has lead me to deal (philosophically, and as a writer and trainer) with the training issues and implications of Competency Based Training (CBT).

The nature of training in Australia is changing. These changes are taking place for a number of reasons—principally industry award restructuring and the rise in youth unemployment—and have been recommended and documented (amongst other places) in the Mayer, Carmichael and Finn reports. These reports reflect international changes in philosophy, planning, and the development of vocational education and training.

THE CBT DEBATE—WHAT IS CBT?

One of the main educational changes taking place in Australia is the introduction of CBT. Originally, in the mid 80s, this introduction was industry driven, although it has now broadened to accommodate vocational education and training in a variety of contexts both on and off the job. All new TAFE curriculum must be developed within a CBT framework. To understand CBT, I first had to find out what it was. I read newspaper articles and letters, and many professional training journals providing explanation and producing arguments for and against CBT. I also read the materials produced by the National Training Board (NTB) by TAFE, and by private providers who were training people such as myself, to produce CBT curriculum.

One thing became clear almost immediately—there is quite a deal of debate both among CBT advocates, as well as between these advocates and CBT opponents, about what CBT is, whether or not it should be used, where and when it should be

used, and how it should be used. Not only this, there has been a shift in the way CBT has been defined by the NTB, and variation within the Training Industry as to how that definition is interpreted.

The debate about CBT exists for many reasons. One of these reasons is, I think, based on a misunderstanding of some of the language of CBT. A newspaper article (showing a picture of Dame Joan Sutherland and the headline "STUPENDOUS, BUT WAS SHE COMPETENT") is an example of the confusion that the term 'competency' has caused in the media and educational circles—there is an implication in this headline that 'being competent' devalues or does not promote excellence, creativity or individuality.

This confusion is also reflected in the article ('The competenecy movement: an expensive step', *The Australian*, August 12, 1992) in which the vice-chancellor of the University of Western Australia, Professor Fay Gale, states, among other things: "...if skills can be precisely defined, identified and set up as definite competencies, are the humans possessing them amenable to replacement by robots?"

I suspect that this confusion exists not only because of our previous use of the word "competent", but also because that use/meaning is in conflict with behaviourism. If an educationalist sees CBT merely as behaviourism, as critics of it often do, then it is an easy step from that notion, to the notion that CBT is about skills development, and therefore denegrates human potential into the realms of robotic automation.

This problem of defining words, and understanding the concepts behind those words, is further complicated by the evolving definition of CBT provided by NTB. In the past, the NTB defined a competency as something that "comprises the specification of the knowledge and skill and the application of that knowledge and skill to the standard of performance required in employment." This definition lead, at times, to the development of training materials and courses that grew out of minute "task analysis" exercises, and the materials tended to be behaviourist in nature, were objectively tested, and were often based on a self-paced learning model. Even for industries that have easily analysed tasks, this type of approach leads to problems. For example, it does not allow much scope for employees to adopt a problem solving model, or for training for reflection.

For this reason, CBT is evolving a broader, more integrated and holistic definition. It recognises that training courses must develop the whole person—skills, abilities, knowledge and attitude—and that the trainee must be able to use the new skills, abilities, knowledge and attitude effectively in their work environment and community.

CBT is a National Training Framework concept. It provides for:

- the development of training and education courses that have clearly defined competency statements, learning outcomes and assessment;
- transportability of competencies across state boundaries;
- flexible training - often modularised to allow for ongoing assessment;
- National Standards.

A second misconception that seems common is that CBT is a teaching methodology. CBT is not a teaching methodology. The idea that it is, may have developed because CBT has been associated with Self-Paced Learning, which in itself has stimulated lots of debate. This initial confusion occurred because of the task-based, industry-focussed attempts at developing CBT, particularly at Richmond College (TAFE) in Victoria. Self-paced learning is a delivery option for CBT, one of many that are available. All ABE/ESOL teachers provide a wide range of delivery modes—self-paced learning is one of many and depends on students' needs.

This is an important point. There has been some anxiety in the ABE field that 'good practice' principles, as well as the humanistic philosophies upon which they are based (such as student-centred and negotiated learning, relevant teaching materials, individualised instruction, reflective learning and so on) would be incompatible with CBT.

In fact, the NSW TAFE CABE (Certificate in Adult Basic Education) course will be re-written as a CBT course in 1993, as are ESOL and Outreach courses, but this will not mean that teachers presenting it will have to learn a whole new way of teaching.

HOW DOES CBT AFFECT PEOPLE AT THE LOCAL LEVEL?

For some training institutions, CBT has meant quite a change in how they operate courses—especially the TAFE Training Divisions that adopted the self-paced learning models when CBT was first embraced.

For ABE practitioners CBT will mean a change in perspective rather than a change in teaching methodology.

WHAT OPPORTUNITIES ARE THERE FOR OUR STUDENTS IN CBT?

1. CBT is all about providing articulation pathways, and portable training that meets National Standards. It entrenches the concept of Recognition of Prior Learning (RPL) into the national training conscience. These are all positive outcomes for our students. ABE students (whether on or off campus) will benefit from the development of training pathways. What they can do, as individuals in an holistic sense, rather than a statement about what course they have done.
2. CBT provides us with a framework within which we can help our students set goals more easily.
3. The notion of 'assessment' has traditionally carried with it a sister concept of the 'normative curve'. CBT is not about grading students, nor comparing them with each other. Assessment determines whether the student does or does not, meet the competency standard. That is, the student is compared with the Standard, not with fellow students.

In addition, the student may be credited with some competencies in a course, rather than passing or failing the whole course. For this reason, CBT courses are divided into modules, to allow for ongoing assessment.

(Assessment, like self-paced learning, is another issue causing a great deal of debate, as ABE teachers may perceive 'assessment' as 'testing RAWFA students'¡, which is not what is intended. However, this issue is not dealt with in this paper.)

4. The information provided at the end of such modules has specific meaning. Instead of saying a student was awarded 80% of the marks (which does not state what the student can do 80% of) a student will have a statement stating what she can actually do. (Her competency statement). This has implications for ALLP/SIP courses.
5. CBT requires that teachers state at the beginning of a module/course what competencies the student will be developing. This allows the student and the teacher to be clear about the learning outcomes of the module. The student knows what she is expected to achieve, and to what standard before the work is delivered.
6. The development of a National Framework for adult English language, literacy and numeracy provides an exciting opportunity for the development of competency based curricula that "links language and literacy policy and provision in a more co-ordinated way".

WHAT THREATS ARE THERE FOR OUR STUDENTS IN CBT?

It is important for us to have an input into what CBT means for us as ABE/ESOL pracitioners. There are a number of problems that I have seen that I would like to encourage debate about:

1. CBT training materials are often predominantly text-based. Thus, instead of allowing greater access to training, trainees with language/literacy needs will have difficulty accessing training.
2. CBT training materials can be written by curriculum writers who have not developed competencies either in Plain English, nor in understanding the implications of providing materials for trainees with language/literacy needs;
3. CBT is not about hierarchical skills development. I would not like to see CBT used as a justification for dusting off the SRA boxes in an ABE classroom. Sharon Coates' initial work in Victoria provides us with a valuable analysis of Reading and Writing Competencies—and it makes clear that these competencies are inter-related and complex, rather than hierarchical and lock-step. However, the use of language such as "levels" in CBT documents could tend to reinforce the concept of 'lower level = less, and higher level = better' in ABE/ESOL ideology and language.

It is important that we step aside from a deficit theory of learning, and maintain this stance in relationship to CBT as well.

CBT is an evolving field. There will be many more pages of debate written about it and its impact on training and education. CBT is an educational issue and, as adult educators, we can take an active part in the debate about what that means for us, on the level of policy, and as practitioners in the field. We have an important role to play in contributing to the issue of 'how people learn', and to ensuring that the CBT debate does not become narrow and focussed on industry training. We can make a contribution to this debate by reading about CBT, reflecting on its strengths and weaknesses as we come more and more in contact with it, and by giving feedback via our own State Education and Training systems, to the NTB, to Industry and to curriculum writers.

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The Why, What, When and How of Teaching Maths in a 'Reading and Writing Class' - A Workshop Revisited

Lorene Barin

This paper looks at the ways literacy and numeracy are related and at teaching strategies which integrate them.

For the Australian Council of Adult Literacy (ACAL) conference held in October 1992 I ran a workshop entitled 'The Why, What, When and How of Teaching Maths in a Reading and Writing Class'. I drew upon ideas proposed in the article 'I Can Teach Literacy But How Will I Ever Be Able To Teach Numeracy' (Barin, 1991). The article suggests parallels between students who need literacy and numeracy, the processes of literacy and numeracy and the teaching of literacy and numeracy. Through the workshop I referred to sections of the article.

Participants in the workshop discussed four key questions:

WHY TEACH NUMERACY AND LITERACY?

We thought that people who are numerate and literate and feel confident in numeracy and literacy can ask questions of themselves and others, to help themselves understand and participate in the society in which they are living.

Therefore, participants in the workshop thought that a person who was taught the literacy and numeracy appropriate to his/her needs could be, for example, more competent in decision-making, more informed, more confident, more critical (both positively and negatively), more pro-active, more productive and more reflective.

For far too long our abominable history of mathematics at school has caused the majority of us to dismiss maths as something we can (or should) do without (given our dissatisfaction with). However, Willis (1990) suggests that an appropriate curriculum to develop numeracy in all students would focus on developing the attitude that mathematics is relevant to everyone personally and to the community in which we live. Howson and Kahane (1986 p.22) say that:

> "...students must appreciate that with mathematical knowledge and understanding they acquire desirable power. For they must learn that mathematics can help in the solution of their problems and in their own decision making."

With a recognition by our students of the importance and relevance of maths to them, we, as teachers, have a responsibility to them. "It is certainly not good enough for people to 'cope' with maths in their lives—we do not espouse that for people who need a better foundation in mathematics ?" (Barin, 1990, p.7)

WHAT ARE WE TEACHING WHEN WE TEACH NUMERACY?

There has been much writing and discussion about what is involved in literacy and numeracy. There seems to be some agreement that literacy has something to do with the reading and writing needs of the individual and the context in which the individual is placed. But, there is no definitive answer as to what literacy is and Black (1989) gives reasons why it is difficult to define literacy or find a common measure of functional literacy. He writes that there is disagreement about the particular set of literacy skills which might be seen to represent effective functioning in society. He questions how one set of skills can be applied to all different social and historical contexts. I suggest that there is also no definitive answer as to what constitutes numeracy. Numeracy, like literacy, has something to do with the maths needs of the individual and in what context the individual is placed.

Street (1990) suggests that there are a "variety of literacies in different contexts". So similarly I contend that there may be a 'variety of numeracies in different contexts'.

In the workshop, rather than try to define numeracy, we acknowledged the difficulties in such a task and concentrated on discussing the process of doing maths and the processes of reading and writing. I suggested to participants that whenever a person comes across literacy and or numeracy the person interacts in the process, makes meaning and extracts meaning and, in the case of numeracy, tries to find a solution.

In the workshop we also read an extract from Barin (1991, p.22 - 23) which is reprinted below.

Let's look at the reading and writing process and the numeracy process

Reading and writing are meaning-based processes which begin with the person's own knowledge, experience and language. I contend that the numeracy process also begins with the person's own knowledge, experience and language. That language includes everyday language and 'maths language' with its own symbols, 'maths' words and sequencing or layout.

When we read we derive meaning from print, we make sense of something. To do this Osmond (1984 p. 17) says we make use of three clues.

Clues in Reading

1. The meaning

   This includes whether the reading passage and words make sense to the reader and are familiar to the reader. The reader needs to be able to put a CONTEXT to the reading passage and words and be able to relate them to something real and known.

2. The flow of language or grammar of the sentence.

3. The sounds made by the letters.

When we do maths or numeracy we also derive meaning from print (or from the world around us if a maths inquiry is not presented in print form). We make sense of something so that we can act on it and find a solution or make a discovery. The following are what I believe are some clues in doing maths.

Clues in Doing Maths

1. The meaning

Does the maths inquiry make sense to the person? Does the person understand the inquiry and what he/she has to do? Are the terms used familiar to the person? By terms I include three things:

a. The every day language used in the maths inquiry

b. The 'maths language' of symbols and words

c. The objects which may be concrete or abstract, which come from the world around us.

If the terms of maths inquiry make sense to the person, the person can put a *context* to them and relate them to something real and known, something meaningful to the person.

2. The way the maths inquiry is asked or presented. By this I mean things like:

a. The flow or grammar of the everyday language used in the maths inquiry

b. The layout of the maths symbols and words. For example a maths inquiry may be presented in 'maths' words only, or in grid form or by using 'maths' symbols only

c. The numerical, spatial or real-life presentation.

3. Relationships between individual units of the maths inquiry. By this I mean things like:

a. The sounds made by letters (if the maths inquiry is asked in printed everday language or 'maths' words)

b. The relationships between the maths symbols and 'maths' words eg. how + and x are related, how brackets and parentheses are used together.

c. The numerical, spatial and real-life relationships. An example of numerical relationships are number facts i.e. addition facts and multiplication facts etc. An example of spatial relationships could be the way a circumference of a circle is related to its radius. An example of real-life relationships could be the way the veins of a leaf can be patterned symmetrically.

Overall, after reading the extract and discussing its contents, participants saw parallels between the numeracy process and the reading and writing process. These parallels helped them to reflect on teaching strategies which could be appropriate in teaching literacy *and numeracy*.

WHEN DO WE TEACH NUMERACY (AND LITERACY)?

Participants responded that we teach numeracy and literacy according to the individual wants and needs of the students—when the students wanted it, needed it, were interested in it and were comfortable with it. One participant suggested that we could use maths when we wish to highlight a strength which an individual had to share with other students.

As teachers, it is also best to teach numeracy when we have a confident understanding of the maths concepts and knowledge of 'how things fit together' and have a confident and comfortable attitude to numeracy ourselves. Once we match students' needs and attitudes with our understanding and attitudes we can use resources, like other teachers (everyday materials, concrete materials etc.), to support different strategies to help students understand and enjoy numeracy.

HOW DO WE TEACH NUMERACY?

In this part of the workshop participants broke into small groups and chose from one of the following 'articles':

1. part of a newspaper article about how Sydney celebrated the 60th birthday of the Sydney Harbour Bridge
2. an extract from a Water Board pamphlet which was encouraging readers to save water
3. an advertisement for a clearance sale showing the percentage discounts and the original and markdown prices.

Broadly, each group of participants was asked how they could use 'their' article to teach maths concepts or what things could arise in discussion if students were presented with such an article. More specifically, participants were asked to consider the following questions:

a. What could you talk about or focus on ?

b. How could you present the article?

c. How much of the article would you use?

d. What questions or activities could you develop from this?

e. What materials or resources could you use to help students explore and understand and discover concepts?

Some examples of the uses of each article included:

1. conceptualising large numbers of people, mass, volume; estimating the quantity or "quantity bound" words like "sprinkle"; "miniature"; investigating time and the language of time; understanding metaphors; mathematically checking facts; making Olympics estimates; analysing information;
2. questioning whether the numerical information does encourage readers to save water (as it is supposed to); critically analysing what the information supplied actually means to the reader; looking at the concepts of energy, litres, percentages; understanding the phrase "low flow shower rose";

3. talking about the different uses of the word 'co-ordinates' as in 'co-ordinates for girls' and ' bedroom co-ordinates'; understanding percentages; checking the original versus the markdown prices—are there any discrepancies in the ad?

As well as these ideas, as I talked individually to each group, more integrated reading and writing suggestions emerged. We thought of things like street directory reading, the forthcoming federal elections, understanding the Goods and Services Tax and other issues—preferential voting, map reading of federal boundaries, budgeting, dieting etc. A number of ideas are suggested in books like Blom (1990), Ford (1985) and Lawrence and Moule (1989).

Each group had come up with individual and creative ideas which could be used in a 'reading and writing' class. What became obvious was the number and variety of maths concepts which could be taught alongside and integrated with literacy concepts. And what was acknowledged by some of the "more literacy trained" teachers was that sometimes, in the past, vital maths concepts could have been glossed over or ignored because teachers and students hadn't realised their 'literacy' resource had the potential of being a 'mathematical' resource as well.

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Lorene Barin is Senior Head Teacher of Adult Basic Education, Miller College of TAFE, South Western Sydney Institute of TAFE.

The Upside-Down Approach to Helping Adults With Spelling Difficulties

Pam Moore

Attacking the aspiring author's bugbear—spelling—from every angle, this paper flips the monster belly-up to demonstrate some innovative and useful massage techniques of particular interest to adults seeking assistance with expressive writing.

This paper offers strategies to assist adult students to master spelling techniques in English. It does not, unfortunately, offer a solution to the spelling difficulties encountered by so many people, both native speakers and from other language backgrounds. (If it *did* then, logically, the writer would not be at this conference but anchored in a yacht somewhere off the Queensland coast...). The only real solution, of course, is to be born with a genetic predisposition towards the mastery of English spelling but as this would be classified as good fortune rather than a strategy it has no place in this paper.

The target group of students at whom these strategies are aimed probably share the following characteristics:

- adults;
- able to read at a level commensurate with the accompanying handout '(see p. 32,, 'The English Language');
- reasonable competence in spoken English;
- no apparent physiological learning disabilities;
- motivated to master written communication skills in English with the focus on correct spelling;
- frustration with and/or hostility towards English spelling;
- probably *under* educated.

The last mentioned is important and a constant awareness of this characteristic should underlie our own practice as literacy facilitators. We continually assume knowledge in our students which is simply not there, nor is this lack likely to be vocalised given the (educational) reticence of many of our students.

After some years of teaching in the areas of Adult Literacy and Numeracy and ESOL (English to Speakers of Other Languages) I recently returned to teaching History. The CGE class (Certificate in General Education) presented as—and were—a group of mature, intelligent and articulate adults. Before launching enthusiastically into Topic 1, my Literacy background cautioned me to conduct an activity with a world map (of the 'flat earth' variety, graphically speaking). The results were disconcerting indeed. Australia fared well, but quite large and self-important nations of the likes of Russia and the USA ended up in Africa, South America and even the Antarctic. Britain (republicans will be gratified to know) scored a mere 2 out of 14 for correct location. It was a timely reminder never to assume anything when teaching.

I emphasise this point because the only handout for this session consisted of a short history of the English language. It is designed for your students, but as you work through it with them it is wise to check that concepts such as 'BC' are understood and that the language family tree is interpreted the right way up and in the required manner. This cross-check on comprehension, need I add, also applies to vocabulary. As we have all discovered, the fact that a student can 'read' something does not necessarily imply understanding.

The danger of making assumptions in regard to our students cannot be stressed too strongly.

"Break the word into syllables," we advise. (What IS a syllable??) "Now this word can be sounded out..." (How do we know—or dare to presume—that the student hears the same sound or sound combination as we do?)

This leads us into a short activity for the purpose of which I assume that I am addressing peers, practitioners who share a number of characteristics including: infinite patience, a tertiary education and a happy ability to express themselves in writing using standard spelling.

I am going to ask you to spell (that is, write down) the following words. Initially you will be given just each word. Afterwards, the words will be given again, this time with their meaning. I want you to keep any alterations you make to your original spelling.

SPELLING 'TEST'

1. chromolithograph
2. holocrine
3. ineffaceable
4. ketonemia
5. laryngoscopy
6. phenomenology
7. raison d'etre
8. zabaglione

Now let's examine the strategies which you applied to these words. A number of you made alteration to your original words after discovering their meaning so this must be significant.

As competent spellers you were actually applying a number of different strategies simultaneously. Here are the strategies, and following, their application.

- visual recall (from your reading)
- knowledge of like spelling patterns
- knowledge of spelling 'rules'
- etymology (knowledge of the derivation of the word)
- semantics (knowledge of words in same meaning area)
- kinaesthetics (familiarity with writing the various parts of the word guiding your hand)
- general knowledge from life experience, and
- sound-symbol relationship knowledge

Most spelling students apply only one of these strategies, possibly the least reliable one at that: sound.

STRATEGY ONE

ALL of the above should be explained to your students in as lively and interesting a way as possible. One method is to take a word such as 'manners' and transcribe it as pronounced by a variety of English speakers: American, British ('Queens' English, Scots, Irish and whatever other dialects you happen to be familiar with), South African, New Zealander and Australian. You will have various spellings such as 'mayners, mairnerz, munnuz, menners..' etc. Note that the variations mainly occur in the transcription of the vowel sounds. (What are vowels?)

STRATEGY TWO

Now is an appropriate place to try and explain to students just how English came to be in such a condition of poor sound-symbol correlation by looking into the language's history. Use the accompanying handout or other relevant material, brush up on your own history (and acting technique!) and make a stimulating lesson from it. One surefire technique for defusing hostility (and replacing it with interest and humour) is to read aloud the excerpts from Middle English—in appropriate accent—and point out to those students whose own spelling approximates this that they are NOT bad spellers at all: "You have simply been born in the wrong century!" It is likewise reassuring for them to know that their style of 'creative' spelling was once encouraged.

There is a delightful comment in Peter Ustinov's autobiography published by Penguin in 1977: "The insistence on accurate spelling at modern schools is an effort to invest a living language with rigor mortis, and to prepare a rhapsodic means of self-expression for the glacial corridors of computerdom." (p 27). Be all this as it may, however, and returning to the example of 'manners', there is unfortunately, no place in today's world for 'creative' spelling. English has spread too far and

grown too big and if its speakers fail to follow standard spelling conventions they would find great difficulty communicating with each other in writing. (Yes, the possible merits in this WOULD provide an interesting discussion but not in this particular paper...)

STRATEGY THREE

We might remind students that since English has become what is virtually the 'universal' language on this particular planet, acquiring English language competence, both oral and written is perforce of great value and well worth pursuing. Be positive about the language rather than bemoaning its apparent shortcomings.

STRATEGY FOUR

Spelling students misguidedly assume that 'writers' produce the finished product first go.

I have a wonderful book which, at one stage, was on the reading list for senior secondary students. Its author was an elderly man with a story to tell. He had been brought up in the bush and had largely taught himself to read and write. The manuscript handed to a writer/publisher was riddled with spelling and punctuation errors, and it took a team of voluntary 'editors' months to convert the many pages of awkward hand writing into standard spelling ready for publication. The message here is that writing does NOT equal spelling - unless the writing is to have an audience other than the writer.

It is probably becoming increasingly obvious that strategies for adult spelling students do not merely encompass the technicalities. We adults like to know WHY and HOW, and unless we can arouse interest and sustain motivation, the best techniques known to us will not produce success. It also goes without saying that working through all of the preceding strategies with our students greatly increases their general knowledge and self-esteem.

Now that we have aroused a cautious interest in our students the time has come to tackle the conventions of Dr Johnson's spelling of the words in this 'mongrel' language.

STRATEGY FIVE

To practise spelling, students really need to write. (The Catch-22 of course, is that poor spellers do not LIKE to write).

Perhaps I should modify this maxim in the light of an experience with a student who arrived in class grimly determined to know "all the spelling rules and patterns". For months he worked his way through spelling manuals whilst a bemused class slid *Words-To-Spell* in his direction. At the end of the semester we were researching suitable contests for him to enter and display his remarkable spelling prowess. My friendly suggestion that he may like to start using this talent in meaningful written discourse was perfunctorily dismissed. He missed a term because of other commitments. Upon his return we discovered to our chagrin that his spelling powers had deserted him.

So, to modify Strategy Five.....

STRATEGY FIVE (A)

To practise spelling, students really need to write - a lot!

(At the end of this paper I shall include ideas for stimulating, stress-minimised writing activites to help achieve this purpose.)

There is a vast quantity of material available to assist spelling students. It is normally to be found in monograph form bearing optimistic titles such as 'How To Spell' or 'Conquer Spelling'. It is also to be found accompanied by interesting noises and pictorials on computer screens. This leads into...

STRATEGY SIX

Individual preferences of students towards their learning should not only be accommodated but actively encouraged (especially if they lead to success!).

Become acquainted with current Learning To Learn techniques, and experiment. Some students may need absolute quiet with no distraction. Others may benefit from suitable background music. Some may need to close their eyes and visualise. Others may actually learn to spell by vocalising each letter of a word. There are those who need to write out each problem word a number of times and those who seek other techniques. Go past standard mnemonics and into the use of graphics to make a word stick. Utilise modern technology such as computers and interactive videos where available. As our students have failed to master spelling in the past it is well worthwhile for them to spend the time trying out alternative methods of learning.

Aside from exceptions such as the Murwillumbah Spelling Machine mentioned in *Strategy 5*, we may safely assume that people seek spelling tuition in order to express themselves effectively in writing. Given that there are over half a million words to play with in the English language, it would seem sensible to concentrate upon those words most required by the individual student. HOWEVER - and this is where the "UPSIDE DOWN APPROACH" makes a somewhat belated appearance in this paper - for reasons to follow it can be a most effective technique to....

STRATEGY SEVEN

....Start with the 'hard' (trans. 'long') words first.

I attempt to send each new student home on Day 1 able to spell 'antidisestablishmentarianism'. (What it does for the self-esteem! Try that on your partner/kids/neighbours!)

After you have spent some fruitless minutes with your students trying to work out what the word actually means, start to maximise its potential.

This is one of the longest words in the English language. The base word is 'establish' and various prefixes and suffixes have been added to extend or alter the meaning. 'Establish' has three syllables.

Syllables. What are syllables? For spelling purposes, syllables are sound units which form words. Through the simple method of a hand to jaw when speaking it

is possible to separate utterances into syllables. Each syllable contains one vowel sound. What are vowels? Vowel sounds are the ones which are made by activating the vocal chords and changing the shape of your mouth. They are the ones which cause spelling problems and many language learning difficulties because they are extremely sensitive to individual variation. Consonants are sounds in which the air gets briefly blocked somewhere in the mouth by teeth, tongue or lips. These are far more reliable in regard to sound - symbol correlation.

Prefixes and suffixes are meaningful elements of a word. They may consist of one or more syllables.

'Anti' is a common prefix. It means opposed to (etymology). Now, she may hear and say 'airnti' and he may hear and say 'enti' and they, (being very wary about expressing themselves in a new language) may say nothing at all. But for the purpose of a spelling class it is useful to think and mentally record 'anti'. Now you, as facilitator, ask for other 'anti' words from your students' life experience. Transcribe each but omit the 'anti'.

—— - war

—— - feminism etc

and have the students copy down, re-inserting the 'anti'.

Do the same with other prefixes and suffixes contained in the word until this seemingly pointless exercise starts to wear thin. (Our aim, of course, is to be able to repeat-without-boring to enable things to STICK.)

Go back to the base word, 'establish'. Work out and transcribe other words in the same meaning area (semantics).

Now, you may well ask: there are still some half a million words to go and here we are in Lesson 1 with just a few prefixes and suffixes under control? Perhaps, but what should be happening is the laying down of solid groundwork for all of those strategies you applied when doing your spelling test.

Continue to 'play' with longer words offered by the students of course (general knowledge). Draw the attention of your students to another feature of English which causes spelling difficulties, viz in the pronounciation of English words, only the vowel sound in one syllable, the 'stressed' one is usually heard clearly. Vowel sounds in other syllables frequently emerge as what is known as the 'schwa' sound which may be transcribed here as "uh". How do we say 'syllable' for instance?

sylluhbuhl.

This feature of English makes for wonderful rhythm and rhyme of course but not for confidence in the spelling of words!

This awareness, however, will focus students upon the vowel components of words. If a word looks unsatisfactory (visual recall) the problem may well lie in the transcription of the vowel sound and the student should try alternatives (spelling patterns). Are there are any letters which should not be placed together (spelling rules)?

Start putting these longer words into meaningful written discourse strung together with all of those common 'function' words (dating from Old English) for which the only effective spelling technique is to simply use over and over and over and over.....(kinaesthetic). All such activities should continue to be relatively stress-free, encouraging pen to paper and boosting self-confidence.

What you are doing is getting your students to focus on other spelling strategies apart from that of sound-symbol correlation.

STRATEGY EIGHT

Never spell a word for a student.

Unless they (alone or with input from other class members) work through the process of spelling a problem word, nobody learns a thing. Try anything: 'hangman', cryptic clues, exaggerated pronunciation, mime...but don't simply give the student the word.

STRATEGY NINE

When presenting your students with writing/spelling activities, discuss with them the theory behind the activity. We all know the frustration of being told to do something as a remedy for our problems (be they medical or linguistic) without any idea of why.

STRATEGY TEN

Teach Genre.

There is a world of difference in the impact upon the receiver (audience) between:

'Deer sir,

Ive got a complynt abuot a bill I got from you larst wensday.'

and

'Dear Sir,

It would appear that there has been a serious error in your accounting system.'

Much as we may disagree with the social structure implicit in such interactions, the REALITY is that the writer of the first text would be regarded as ignorant and not worth bothering about. His or her attempt to gain justice may even be handed around the office by the recipient as a joke. The second text, on the other hand, would doubtless have the recipient on the hop. The writer of this text has taken control of the situation. S/he is exercising power. THIS is where the real value of language competence lies.

Adult spelling students are well aware of their powerlessness in this respect and to continually anaesthetise their frustrations with overdoses of well-meant praise and encouragement and little else is to do a great disservice. Teach the genres required in their everyday lives. Don't merely 'give' the information; how many of us EVER really understood how to translate Introduction-Body-Conclusion into a decent essay, for example? Students need to work though the processes for themselves with secure scaffolding provided by our own knowledge of how genres work.

There is no simple solution to the mastery of English spelling. The strategies offered in this paper are designed to promote interest, motivation and self-directed learning in adult students. They are also useful for prompting us, as literacy facilitators, to critically examine our own practice in regard to the teaching of English speliing.

Pam Moore
Foundation Studies
Murwillumbah College of TAFE.

SOME SUGGESTIONS FOR WRITING ACTIVITIES.

STRAIGHT COPYING

Have the student choose any text and simply copy it for a certain period of time. Start with 5 minutes. When time is up, take a word count and a spelling error check. Repeat next day. And next. The idea is to increase the word count and decrease spelling errors. The next step is to extend the time.

Value: Visual recall and kinaesthetic.

WRITTEN DIALOGUES

Instead of greeting your students verbally, do it in writing. Don't ask 'closed' questions that can be answered with a simple 'yes' or 'no'. Construct the dialogue in such a way that the student is given some of the words to use in response. Here is an example:

Teacher: Hi Fred. Did you manage to get your car fixed?
Fred: no not yet.
Teacher: What was wrong with it? You thought it was the distributor.
Fred: No I thought it was the distributor but that seems ok
Teacher: My car is playing up too!
Fred: WHats rong with it?
Teacher: I don't know what's wrong. Probably old age.
Value: Meaningful discourse.

CHAIN STORIES

Each student has a piece of paper with a different opening sentence. He/she adds to the story/article/report/play/poem and passes it on. Students are encouraged to proof-read and correct previous writers' spelling.

Value: Fun. Expression. Genres. Discourse.

SPLIT DICTATION

In pairs. One student has the first phrase, his/her partner the next and so on. Each relies upon the other, through oral interaction, to provide the missing text.

Example:

Partner A: Almost half of Queensland —— —— —— ——

when a massive power failure —— — —— —— —

over wide area.

Partner B:——— ——— — ——— was blacked our yesterday ——— - ——— — ——— stopped the electricity supply ——— — — —.

Value: Speaking, listening, reading, writing. No 'teacher' involvement.

OTHER PAIR WORK ACTIVITIES

Teachers specialising in TESOL utilise many such pair/group activities. There are a number of books in libraries of educational institutions containing ideas for interactive language learning activities. Almost all those with a literacy focus may be used with equal success upon native speakers. A lot of spelling difficulties encountered by native speakers stem from poor listening skills so such activities are very useful. Examples: split crosswords, information gap activities, dictagloss etc,

Value: As above.

CLASS PLAY

Students decide a setting. Each chooses a character. Teacher transcribes on board as play develops and students copy down.

Value: Fun. Creative. Awareness of spoken/written language differences.

CHANGE THE GENRE

Present a text written in a fairly obvious genre and have students rewrite in different genres.

Value: Genre. Words are supplied so can concentrate upon expression.

SONGS/POEMS CLOZE

Self-explanatory. Students have transcript with words/phrases/puncuation missing. Repeat, encouraging alternative words or phrases and thus changing the text.

Value: Listening skills. Creativity.

GRAPHICS

Design posters etc made up of words or groups of words.

Value: Creativity. Repeating without boring.

These are, obviously, just a few ideas. The aim is to get students so interested in the task at hand they quite forget their reluctance to write!

THE ENGLISH LANGUAGE

This article was distributed at Pam Moore's spelling workshop 'The Upside-Down Approach to Helping Adults with Spelling Difficulties'.

Two thousand (2,000) years ago, the time of the birth of Christ, English did not exist. Today, English is more widely written and spoken than any other language in the world. It has become a world language.

- One billion people speak English. That is 20% of the world's population.
- 80% of all information in the world's computers is in English.
- Three quarters of all telexes and cables are in English.
- One half of all scientific and technical journals are in English.
- English is the official language of the air, the sea, the Olympic Games (and the Miss Universe contest!)
- As well as being the first language for millions of people, it is the second language in dozens of countries. Some examples are: India, Israel, Ethiopia, Hong Kong, Kenya, Malaysia, Nepal, The Philippines...etc..

If you look at your world map you will wonder how a small country like England managed to spread its language all over the world in this way. If you are at present trying to improve your spelling in this language which seems to try and make spelling as difficult as possible, you will wonder even more! And if you are currently studying English, you may wonder how you will ever cope with a language that has over 500,000 words in it. (German about 200,000 and French only about 100,000, to give you a comparison).

As you will see, there has never been a pure bred 'English'; the English language is more like an active, healthy mongrel! And if you stop to consider, this 'mongrel' language must be fairly easy to get along with, otherwise it could never have become the 'international' language.

Probably the best way to make the English language 'user friendly' is to understand how it works. And to do this, it is well worthwhile to look at its history.

English descends from a language called INDO-EUROPEAN which was spoken about 5000 years ago by nomadic people who lived on the plains of what is now Southern Russia. This language was never written down so no-one really knows

what it was like, but a great many languages trace their origins back to Indo-European. (If you look at the chart you will see that English is closely related to Dutch, Danish and German.)

Some of these early people found their way into what is now England around 3000 BC. They were CELTS and the language they spoke is known as GAELIC.

Unfortunately for the Celtic people, this island they inhabited proved to be highly desirable to others. The making of the English language is really the story of three big invasions and a cultural revolution.

The first invasion was that of the ROMANS under Julius Caesar in 55 BC. The Romans stayed in England for around 400 years. They spoke and wrote their own language, Latin. (The Celts had no writing). When they had to withdraw after the fall of the Roman Empire in 410 AD, the Romans left little behind them apart from some buildings, roads and bridges—and some Latin names.

Now, Germanic peoples from the areas we know today as Holland, Denmark and Germany began to invade the island. They were less tolerant than the Romans and drove the Celts west at the point of a sword. They called the Celts "Wealas" and this is where the name 'Welsh' comes from. There were three main groups of invaders: ANGLES, SAXONS and JUTES. All spoke dialects of a similar Germanic language. Gradually, the island became known as 'Angla-land' and this is where the name 'England' started.

The arrival of these Germanic tribes was the beginning of the English language. For the next 600 years the language developed and we know it today as OLD ENGLISH.

Old English, as you can see, looks nothing like modern English, and yet many of the most common words we use today come from this time. REMEMBER, the people would have spoken with Germanic accents. So, later when the language came to be written down, words were written as they were pronounced at the time. Try pronouncing the word "night" in a Germanic accent. Now it is easier to understand the strange spelling!

In the year 597 AD Christian missionaries arrived from Rome. Over time, the 'English' people were converted to Christianity. The Latin language was used for religion and education and many Latin words found their way into English, words such as:

angel

disciple

litany

mass

relic

shrine etc.

The second big invasion of England began about 750 AD and continued until 1050 AD. These people came from the area of modern Scandinavia and were known as VIKINGS (NORSEMEN or DANES).

By the middle of the ninth century, almost all of England was in their hands. However, they were stopped by the Saxon king Alfred the Great in the year 878. After that, Saxons and Danes lived peaceably side by side for generations. The language spoken by the new invaders was also Germanic. Gradually the two languages intermingled. There were many dialects, of course, but by the time of the next invasion, probably most people in England could manage to communicate with each other in what was becoming a common language.

The final invasion of England came in 1066 when WILLIAM THE CONQUEROR from NORMANDY in FRANCE defeated the English king and took over the country.

FRENCH now became the official language. The English language (like the English people) was looked down upon and regarded as inferior. So, there were now three languages in England: Latin (used for religion and education), French (the official language) and English (the language of the common people).

Before the French invasion, some forward-thinking people like King Alfred had started to write in the English language. However, from 1066 on, a 'great silence' fell over written English for over 200 years.

MIDDLE ENGLISH 1150 to 1500

The Norman invaders, like the Germanic and Scandinavian invaders before them, gradually intermarried, settled down, and became English rather than French and by the fourteenth century, the English language appeared at every level of society. It also began to appear widely in writing, looking less like OLD ENGLISH and more like the English we use today.

Now, with so many different dialects and different pronunciations, plus a mixture of three languages (including the two "Romance" languages, French and Latin, with their own spelling systems.)...we begin to get some idea of the difficulties involved in spelling the words of English! A lot depended upon the way in which the writer heard the word. At this time, however, spelling was not considered a great problem and people did write words down exactly as they sounded to the hearer. There were no set spellings, and often writers would spell the same word differently a number of times on the same page.

Look at examples of Middle English writing. Does the spelling seem more sensible that what we are forced to use today? If it does, then you do not have a spelling problem at all; you have simply been born in the wrong century.

In 1399, when Henry IV seized the throne, England gained its first native-English-speaking king since 1066. However, so embedded in English culture was French that John of Trevisa could write in the 1480's:

As it is i-knowe how meny manere peple beeþ in þis iland, þere beeþ also so meny dyuers longages and tonges; noþeles Walsche men and Scottes, þat beeþ nouȝt i-medled wiþ oþer nacions, holdeþ wel nyh hir firste longage and speche; but ȝif the Scottes þat were somtyme confederat and wonede wiþ þe Pictes drawe somwhat after hir speche; but þe Flemmynges þat wonep in þe weste side of Wales haveþ i-left her straunge speche and spekeþ Saxonliche-i-now Also Englische men, þey hadde from þe bygynnynge þre manere speche norþherne, sowþerne, and middel speche in þe myddel of þe lond, as þey come of þre manere peple of Germania; noþeles by comyxtioun and mellynge firste wiþ Danes and afterward wiþ Normans, in meny þe contray longage is apayred..... Þis apayrynge of þe burþe tunge is ȝycause of tweie þinges; oon is for children in scoles

During this time, the PRINTING PRESS was invented. Early printers did their best to record words as they heard them, but often added to the agonies of modern day English students by adding or deleting letters in words to make the lines fit neatly on the page with straight margins!

MODERN ENGLISH

If you read a play by Shakespeare (who wrote some 400 years ago) you will have little difficulty understanding it.

One of the features of Modern English is set spelling. After Doctor Johnson published the first English dictionary in 1755, people could no longer spell happily as they pleased: a word was either 'correctly' spelt or not. Pronunciation of words, already vastly different from when the word was first written down, was still changing; spelling was not. HOWEVER, if we attempt to change English spelling today to match the letter to sound more closely, we would not be able to communicate in writing with other English speakers.

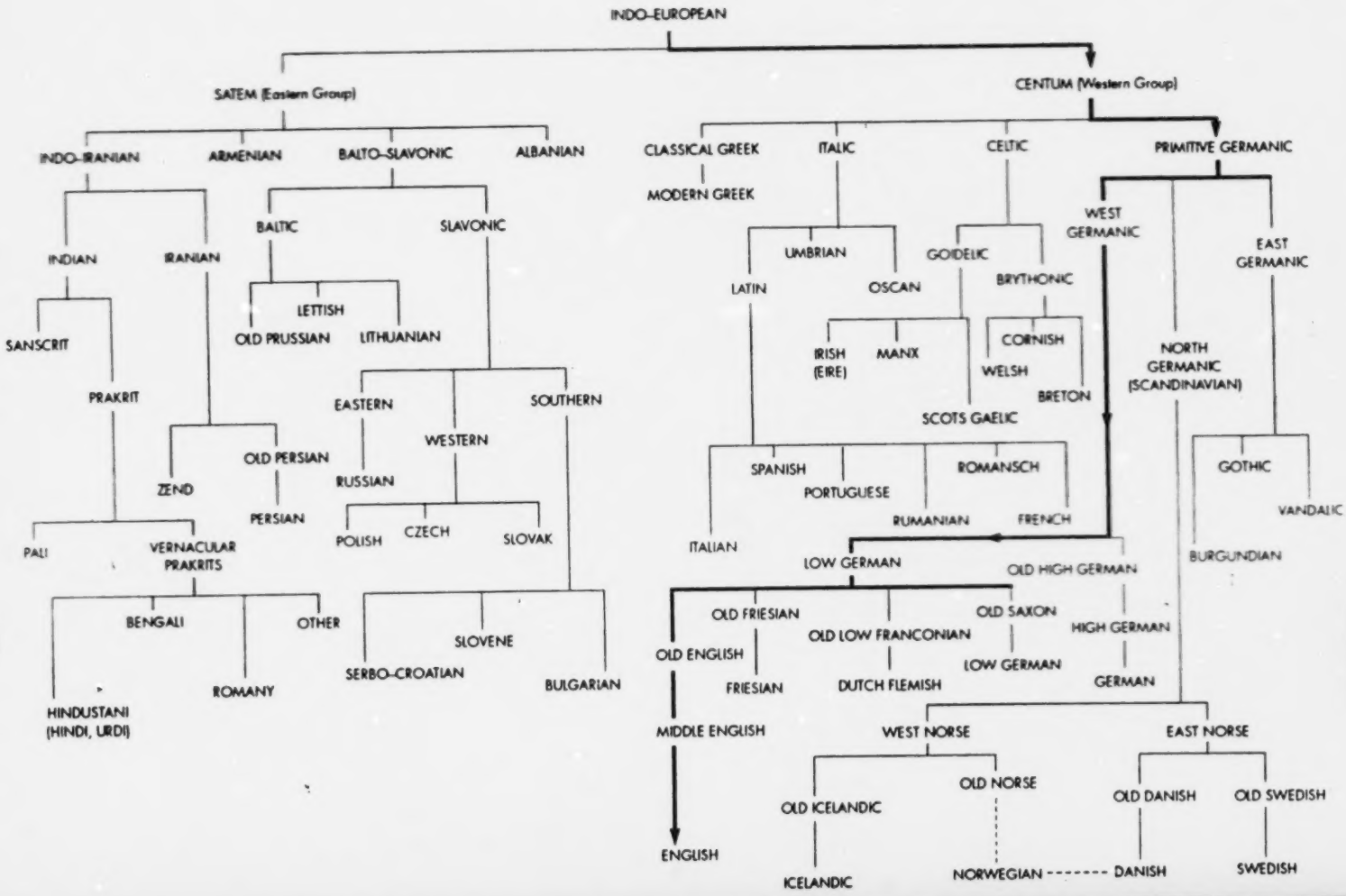
(As an exercise, try writing a few words, saying them aloud first in an English, American, Australian and South African or other accent. Now write down the words as you have pronounced them.)

We would also not be able to find related words in the dictionary. For example: 'nation' and 'national' are together (as well they should be) but 'nayshon' and 'nashonal' would probably be pages away from each other.

MODERN ENGLISH has borrowed, stolen, recycled and re-created thousands of words from other languages. This added torment inflicted upon spelling students began in earnest during the Renaissance period in history, about 500 years ago. The new learning and knowledge flooding the civilized world found many languages (English being one) short of words to use. So, English simply took over suitable Latin and Greek words and proceeded to incorporate them into the language. This proved most fortunate for the progress of the English peoples and the English language; it was less enlightening for spelling students when the spelling conventions of the donor language (such as the Greek 'ph' for 'f') were also adopted.

So, armed with their language and various weapons, the English sailed forth upon the world's oceans, and the rest. . . is history.

Indo-European Language Family Tree



Economic Rationalism and Its Implications for Adult Education in Australia

Rita Brademan

What is 'economic rationalism'? What are the implications for education policy? How does it affect our practice as Adult Educators?

Our aim in this workshop was to encourage critical thought on the implications of current political and economic power structures for Adult Basic Education in Australia today. Of the many issues and concerns raised in the 1992 ACAL Conference it would seem imperative that we address - and continue to address - the fundamental root causes of the (il)literacies we encounter. The nature of such causal links is increasingly becoming self-evident in a world economic environment where "...these days economic progress is more certain and rapid if there is an underclass." (Galbraitz, 1991)

That such an "underclass" becomes a rising reservoir of potential ABE students, regarded almost entirely in terms of "lost productivity" and "costs to the nation", raised the overall issue: Is Adult Education part of a struggle for social justice, a liberating, democratic process, or part of economic rationalism - a pre-occupation with control, profit and economic growth?

A workshop of 90 minutes could only hope to introduce briefly some of the questions involved in a topic of such pervasiveness (see enclosed "definitions", "mindmap" and "questions" for details): What ARE the thinking patterns and buzz words of economic (ir)rationalism which have brainwashed a whole nation in the last years? - How are they linked to economic crisis and industry restructuring ? - What role did the Federal Labor Government play in shifting from Whitlam's "fairer Australia" to the "efficient and competitive economy"? - Why has the education sector been transformed into a "microeconomic reform tool" with such frightening determination and speed, to solely satisfy the needs of industry for a "skilled and flexible workforce"? - What ARE the serious concerns about economic rationalism, for the education sector and the classroom AND BEYOND? - Most of all: What can we do - as teachers, as citizens, as people?

In conclusion, some participants felt that such a broad topic required future opportunities of developing not only strategies for working within the existing system, but also alternative paradigms that might pre-empt the assured future needs for growth in ABE provision, predicated by existing economic "rationale".

They also expressed their need for "keeping in touch" and "networking". As some of us will know, the temptation to simply give in and (co)operate on a day-to-day classroom level under the new agendas can be overwhelming, especially when we feel isolated and powerless.

(For further enquiries, reading materials and bibliography contact: Rita Brademann, PO Box 1054, Cooma 2630, ph 064 54 4073 or Peter Bradshaw, 31 Hastings Parade, Bensville 2251, ph 043 69 2879)

ECONOMIC RATIONALISM - SOME DEFINITIONS

Economic rationalism...

...is a matter of faith...

...is a deadly combination of positivism and obsession with the "free market" economy...

...ignores social reality...

...has no historic memory...

...understands the current economic system as THE system and society as a mere shell for the market...

...views politics as forceful economic management...

...regards social needs as impairment for economic performance...

...has increased the disparities in wealth in Australia and in the world...

...must fail in the face of a finite environment that it can only conceptualise as an exploitable resource...

...redefines education as a micoreconomic reform tool...

...threatens many aspects of human life - cultural, social, interpersonal, spiritual - by extinction...

...challenges us as citizens, as people.

More "food for thoughts" in M. Pusey (1991): *Economic Rationalism in Canberra*. Canberra University Press, Sydney.

Workshop Handout

ADULT BASIC EDUCATION IN TIMES OF ECONOMIC RATIONALISM - CHALLENGES, CONTRADICTIONS, QUESTIONS.

- How do we go about the contradiction between a broad, flexible understanding of literacy and narrow vocational perspective of skills formation? Is it enough to reassure us that students, too, need and want these skills anyway because they have to survive in the new world of work? Do we actively look for spaces where, for example, the fundamentals of this free market economy can be questioned and alternatives dicussed?
- Do we, can we raise REAL ISSUES - the consequences of economic rationalist policy, social injustice, the survival of the planet?
- How can the diversity of needs and interests of a diversity of students be met when only industry sets the agenda for a literacy program? Can such a program work at all?
- How do we maintain principles of adult learning - the participation of students in program development; the focus on the learning process rather than on outcomes only; the concepts of a practical, or even critical curriculum versus a merely technical curriculum.
- How can we assert the notion of literacy as a continuous development of interrelated skills, knowledge areas, and attitudes, when we are asked to operate with employment related competencies and performance levels only - in industry training programs, programs for the unemployed, and even community based programs? How can we prevent these competencies and performance levels being used as a screening device, to disadvantage (already disadvantaged!) groups even further, excluding them from scarce jobs, career options, proper wages, and training possibilities?
- How DO we assess and evaluate outcomes? Is developing our own competency statements the answer?
- What do we do when students, for example long term unemployed within "Newstart contract", are forced against their will into literacy programs to obtain "the basics for employment"?
- How do we deal with a functional, one dimensional understanding of literacy amongst funding bodies, CES staff, management and union officials?
- How do we respond to the pressure to fix up things quickly, for example in a ten week Special Intervention Program, when we know that long term programs based on voluntary participation are needed?
- How do we cope with the gap between false promises, i.e. 'literacy for better jobs', and realities: growing structural unemployment and growing segmentation of the labour market? Do we share our concerns with our students? With colleagues? With the wider community?

- How can we defend FREE access to adult basic education for those students who do not fall in the category 'economically useful' in times when social justice and equity in education count for nothing and economic return everything?
- How can we prevent large parts of literacy provision, those aimed at disadvantaged and marginalised groups, from being rationalised out of existence because they are not 'cost effective'.
- How do we sell our work to educational managers who only understand business?
- Is 'gaining control over one's life', 'empowerment' and 'social action' a reality in our literacy programs, or are they part of the thorough, effective and efficient control of individuals through economic rationalism?
- Can we really influence the economic rationalist agendas, or do we merely react to them, busy to guarantee our own survival? Is the phrase of 'allying to the new agendas with dignity' a noble self deceit?
- **Literacy—functional for whom?**

ECONOMIC RATIONALISM IN CANBERRA: A MIND MAP (1)

by Rita Brademan October 1992

ECONOMIC CONTEXT

ECONOMIC CRISIS - world wide

INDUSTRY RESTRUCTURING
- **concentration of capital- new class structure**
- **labour saving technologies**
- **structural unemployment**

SOCIAL INEQUALITY
- **growing poverty gap**

CONCERNS

GROWING SOCIAL INEQUALITY AND INJUSTICE

DESTRUCTION OF THE ENVIRONMENT

A TOTALITARIAN BUSINESS COMMUNITY

TUNNEL VISION: "NO ALTERNATIVES"

POLICY CONTEXT

FROM WHITLAM TO HAWKE
- **from "welfare" to "efficient and competitive economy"**

RESTRUCTURING OF THE STATE APPARATUS
- **public sector reforms 84 and 87**
- **new centralism**

ECONOMIC RATIONALIST POLICY PATTERN
- **microeconomic reforms**
- **welfare cuts**
- **reducing real wages**
- **privatisation**
- **corporate agreements**
- **anti-environmental backlash**
- **....**

DISCOURSE

FREE MARKET
- **deregulated economy**
- **unlimited economic growth**
- **world community of producers and consumers**

NEW MINIMALIST STATE
- **corporate federalism**

CORPORATE MANAGERIALISM
- **effectiveness and efficiency**
- **privatesector models**

INDIVIDUAL RESPONSIBILITY
- **"user-pays" system**
- **from "welfare" to "charity"**

ECONOMIC RATIONALISM IN EDUCATION & TRAINING POLICIES

A MINDMAP (2)

A "NEW" EDUCATIONAL DISCOURSE

EDUCATION = PART OF MICROECONOMIC REFORMS

- international competitiveness of industry &
- skilled and flexible workforce as THE educational goals
- education as investment to generate economic return

AGENDA FOR SCHOOLS, INDUSTRY, UNIONS

EDUCATION & LABOUR MARKET

"REDUCING UNEMPLOYMENT"
- increased Government spendings on education and training
- job creation schemes

BUT

GROWING SEGMENTATION
- "disappearing middle"

DISAPPEARING FULL-TIME JOBS

EDUCATION & SKILLS FORMATION

"POST-FORDIST WORK ENVIRONMENT"
- multiskilling
- career progression
- award restructuring

BUT

GROWING POLARIZATION
between high and low skilled jobs

FROM FINN TO CARMICHEAL

STRONG ROLE OF FEDERAL GOVERNMENT
- mega-department DEET

FINN REPORT
- general education vocationalised

MAYER COMMITTEE
- employment related key competencies
- nationwide assessing and reporting

CARMICHEAL REPORT
- new 4-level AVC training system tailored to industry needs
- "training wage"
- restructuring of awards and industrial relations

TAFE RESTRUCTURING
- a more effective and efficient national education and training enterprise

CONCERNS

NARROW VOCATIONALISM

LOSS OF EQUITY AND ACCESS for marginalised groups

GAP BETWEEN "ELITE" AND "BOTTOM"

"BANKING" EDUCATION

BASIC SKILLS TESTING

EDUCATION AS COVER UP FOR
- inequality within the labour market
- competition in the workplace
- wage cuts
- unemployment

GROWING SOCIAL INJUSTICE

"EveryWhich Way But...!" The Stereotyping and the Reality of Clients, Teachers and Education in a Correction Centre

Rosemary McDonald
Michael O'Hara
(Bathurst Correctional Centre)

Exploring the myths that surround educational programs in correction centres, this paper analyses the images held of clients, teachers and programs by the public as well as by the inmates and teachers themselves.

Introduction

The aim of this paper is to examine the concept of stereotyping, especially in regards to our place of employment, that is, Correctional Centres in New South Wales. This area of education is relatively new and as practitioners we have noticed there appears to be little literature published on the subject when compared to other educational disciplines. We do not profess to be experts in this area and do not pretend to have all the answers. However, we do feel that our experiences and knowledge gained over the past two years are worth sharing. We believe stereotyping is a major danger to effective teaching not only in the area of Corrective Services Education but in all areas of Adult Education.

The objective of this paper is to share our thoughts on our work; to encourage reflection on what and how we all teach. We came into this particular field of education totally ignorant of the reality of the situation. We both held stereotypical images of education and inmates in Correctional Centres. For example, all inmates were violent, undisciplined and a danger to our personal safety. Our exposure to this institution and inmates had only been through media representations and we found, once exposed to the reality, our images were totally erroneous. Because of the institutional nature of our future place of employment we believed that education would follow a similar pattern to that used in the school system.

The reality of the situation was very different and made us analyse our work and the attitudes we held and how we needed to change them to become effective

practitioners. We believe our experiences can be of benefit to others especially those entering this system of education.

WHAT IS STEREOTYPING AND HOW DOES IT COME ABOUT?

The Macquarie dictionary defines a stereotype as being a set form, convention, standardised idea or concept.

J. L. Simmons, when analysing the stereotypic images of different groups, stated that:

> *The 'overcategorisation' of objects seems to be a necessary and ubiquitous aspect of human thought processes—a necessary means of organising the infinite detail and complexity of the 'outside' world. But such coding is necessarily a simplification of incoming stimuli, a selective simplification in which information is lost, and misinformation may be added.*
>
> (Simmons, 1965, p. 224)

In discussions with other educators working in Correctional Centres we found that initially all held stereotypic images similar to those we previously mentioned and all stated they gained their knowledge mainly from the media. However, like ourselves, these images had changed once they began working with inmates and that stereotyping died once exposed to the reality of the teaching situation.

WHAT IS THE REALITY?

Stereotypes, other than that mentioned above, exist within the educational environment. From the teacher's point of view, our images of inmates can change (or conversely be reinforced) from views held prior to entering Correctional Centre Education. The stereotype that we have been discussing has been from what we call an 'outside-inside' perspective.

This basically means looking in from outside the institution. It is not a hidden stereotype and is reinforced by many factors. It could even be expected. What we want to discuss is stereotyping from an 'inside-inside' perspective. That is, stereotyping from within the Correctional Centre. This is often unexpected and, we feel, largely unexplored.

This stereotyping, which is more persistent and constantly reinforced, comes from the inmates' perception of themselves and thus influences their images and expectations of teachers and education within the Correctional Centre.

While our perception of inmates may change, their images of themselves do not. The reason for this is that when they enter an institutional setting their deviant behaviour is labelled by the society to which they belong. E. M. Lemert (1951) argues that this reinforces their belief that this projected image is real.

Inside the Correctional Centre they enter another society—a sub-culture where their label can determine their position within that society. This process further

reinforces this self perception. They find it difficult to reverse this conditioning, that is if they so desire.

This labelling process by society creates a measure of 'value' in them which, might not have been gained on the 'outside'. This has been observed on the 'outside' with some 'street-kids' and on the 'inside' with some young offenders. This has a dramatic effect on what, how and why we teach.

WHAT IS THE AIM OF EDUCATION WITHIN A CORRECTIONAL CENTRE?

Generally, Education should be aimed towards stopping recidivism and aiding the rehabilitation of inmates into useful, law abiding members of mainstream society. We believe our aim in Education is to teach the students the concept of choice; of being able to make decisions and evaluate the consequences.

To fulfil this objective we believe we must provide opportunities for students to begin to change their stereotypical images of self, teachers and education. We need to explore with them the systems that create stereotypes, the purposes that these serve within a society and assist in the discovery that they are not bound to any of society's labels and expectations to conform to negatively perceived roles.

We as educators believe that this is possible through our teaching practice. To achieve this we need to encourage independent thinking, reasoning and taking an active responsibility for their own lives instead of passively accepting these stereotypes placed upon them by society.

HOW DO WE DO THIS IN TEACHING?

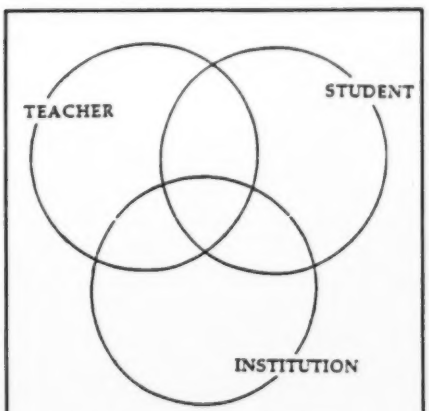
Our students should be assisted to take responsibility for their own learning. We are not there to teach them in the traditional sense but to facilitate in this process.

An aspect of the 'inside-inside' stereotyping is that the inmates will stereotype teachers and education. This is an example of role expectation on the part of the inmate. Some inmates carry with them the perception that Corrective Services Education is the same as they encountered whilst attending Primary or Secondary School. They also have an expectation that teaching strategies will be the same. If we as educators allow these practices to become an integral part of our teaching, we are in fact being forced into the students' stereotypical image of teachers and teaching methods. These perceptions are not necessarily compatible to the principles of Good Practice in Adult Education.

We believe that the best methods of teaching inmates these skills are based on the recognised Adult Learning principles. Adult learning theory claims the traditional approach to teaching is not the one to facilitate effective adult learning. Teachers can be drawn into a false feeling of success in thinking that they are facilitating learning when in reality they are not helping the student to progress and apply their knowledge to the outside world. The traditional methods of teaching do not necessarily fulfil the aims of Correctional Centre Education.

How does the teaching environment affect education in a Correctional Centre?

Malcolm Knowles emphasised the importance of the teaching environment in Adult Education and its direct effect on the result of the teaching experience. In the Correctional Centre, the environment is different to that associated with other teaching institutions, such as TAFE and a Community College.



(Dia. #1) The relationship between teacher, students and institution outside the Correctional Centre.

There is a relationship between the institution, the students and the teachers which form the basis of any teaching environment. In a TAFE and Community College there is an open system whereby the wider world environment has a great impact on teaching and on these relationships (see Dia #1). The students have access to the general community with only limited contact with the institution and the teachers. They lead independent existences and the influence of the teacher and institution, though affecting, does not control the lives of the students.

In the Correctional Centre the relationship between the students, institution and teacher is very different (see Dia #2). The whole environment is dominated by the institution. This can have a dramatic effect upon the educational experience. The roles of the participants in the learning process change. It is a closed system whereby access to the wider community is restricted and the institution becomes the world of the student. The teacher is an invited guest into that world and must respect it.

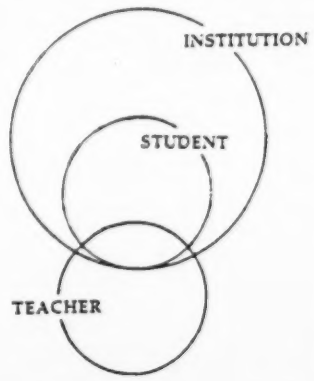
The relationship between the student and the teacher is fragile when compared to teaching in the outside community. A Community College or TAFE class is relatively stable compared to a class of inmates with its high turnover. Inmates might leave Education through reclassification, release, parole or by finding a job. Therefore, educators, on the inside, do not have the luxury of time as do teachers on the outside. The aim of the teaching experience has to be clearly defined.

In the Correctional Centre, the relationship between student and teacher changes. The teacher becomes not only an educator but also a source of information from the outside world. The relevance of this becomes apparent when other systems of information that the inmates have access to are examined, that is TV, newspapers and radio. As implied earlier, these are the very vehicles that transmit and reinforce stereotypical images.

Teachers in a Correctional Centre, then, have a responsibility that goes beyond teaching. They are a major source of information but in the imparting of knowledge they have an obligation to help develop critical reflection on this knowledge. To

help change an inmates view of him/ herself they must help in the analysing of a whole society. Information is transferred with bias, values and cultural agendas. Teaching the three 'R's does not necessarily change a person's life. Teaching people to change how they view themselves and society might.

> *...the most effective facilitator is one who can encourage adults to consider rationally and carefully perspectives and interpretations of the world that diverge from those they already hold, without making these adults feel they are being cajoled or threatened. This experience may produce anxiety, but such anxiety should be accepted as a normal component of learning...*
>
> (Brookfield, 1986, p.286)



(Dia. #2) The relationship between teacher, students and institution inside the Correctional Centre.

In the teaching experience the teacher must develop trust with the students, help them see their world from different perspectives and themselves as learners. Thus:

Adult learners are independent and responsible and want this recognised.

- *encourage feedback on course and act on it*
- *have an equal relationship with the students*
- *evaluate regularly*

Because of the culture of dependency which exists in the Correctional Centre, the students can be fiercely independent in the classroom. Often in the early sessions they can be wary and suspicious of a teacher who encourages this independence through negotiation, discussion and the encouragement of opinion (both negative and positive) develop an atmosphere of trust and mutual respect. This approach does not fit in with the model of 'schooling' which they remember from past years.

They like to be involved in the course planning and assessment.

- *negotiate the course*
- *be prepared to change aspects of the course*

They are aware, and the teacher should be, of the power relationships that exist in the system. Avoid power conflicts and do not abuse positions of power. The inmate culture makes an egalitarian relationship difficult to establish, though not impossible. It takes time to develop a student-teacher trust relationship. The inmates are often either suspicious of involvement in the course planning and offer little input, or,

they are enthusiastic but are not familiar with this style of education and may not be sure if their input will be useful or recognised.

They have social needs and learn best in an informal, enjoyable atmosphere. They like to be comfortable.

- *encourage group activities*
- *allow for informal meetings*
- *introduce fun praise etc. into the learning*

Any semblance of an authoritarian atmosphere is not conducive to learning in this environment. Be wary of any tensions that might build between inmates and always keep the atmosphere light. Often the classroom might be the only place where they experience an 'informal, enjoyable atmosphere'.

They have various levels of confidence and apprehension about learning.

- *be responsive to individual differences*
- *be supportive - give praise, don't test*
- *give lots of positive feedback*
- *allow for lots of successful learning*

Again this involves trust. Inmates are a transient group and are often moved on a regular basis especially in and out of different Correctional Centres as their classification changes. This exposes them to a variety of different teaching environments. Care has to be taken to foster trust and make the learning experience an enjoyable activity. Individual programs and record keeping are essential.

They have varying learning styles and expectations.

- *be able to adapt to various teaching styles*
- *have various approaches available*

Often the inmates, for reasons of security and familiarity expect a traditional approach to teaching which if not accommodated may lead to hostility or indifference. Developing a student-centred approach will take time and encouragement. Be patient and weather the hostility, indifference etc. until they have time to observe you and other students modelling different approaches.

They will start with own preferred learning style.

- *make students aware of differences and encourage experimentation*
- *use various media and give models*

They tend to be set in some ways of thinking and behaving.

- *encourage discussion*
- *present alternatives*

To survive in their environment, the inmates, need security and often cling to old ideas. Discussion of alternate ways of looking at the world should be encouraged but can often lead to heated debate. It is best to let the inmates discuss amongst themselves with little teacher input. Changes of ideas and opinions are more likely to occur from within the peer group rather than from the teacher.

Their memory, sight and hearing [and learning] may be affected by age [and other reasons].

- *be clear about goals and outcomes*
- *write and speak clearly/teach in small steps*

Though the student population is mainly young (under 40 years old), they can have noticeable disabilities for varying reasons eg. drug abuse, medication i.e. Methadone. Student performance can change in the period of a day, a week or a month. The expectations of the teacher have to accommodate these changes. A 'typical' class will have a variety of age groups, backgrounds, disabilities and attitudes. Consideration has to be given to all of these in the teaching program.

They bring past and present life experiences to the learning situation.

- *use as a resource*
- *allow for opportunities to use student contributions*
- *integrate past into present*
- *relate content to real life situations*

These life experiences can be tragic, violent etc. and are often the gateway to pent up feelings and frustrations. Handle with care. What might start out as a funny story can develop into a tale of tragic proportions and bring with it all the hidden fears, anger and frustration that lie just below the surface. Let the student set the depth of discussion. Do not probe.

They are motivated by learning experiences seen as relevant to the here and now.

- *allow time for students to assess own needs and state learning objectives*
- *draw attention to practical application of new learning*

The student has time as his/her greatest resource. The aim of the teacher is to develop a thinking pattern within the student that will help use the time efficiently. The student spends a lot of time talking about when they get out. They have hopes and dreams which alleviate the boredom of the 'inside'. In their learning, they see the benefits more in long term goals than the immediate here and now. Their situation does not allow for the immediate implementation of their learning

experiences. Often what is seen as practical for a RAWFA class to be learning is not practical in the Correctional Centre. Negotiation of what is to be learnt is of importance.

They tend to experience a need to learn quickly and get immediate pay offs.

- *make activities relevant to current concerns*
- *programme so as to allow for varying outcomes reflecting needs in group*
- *ask for trial and feedback - shared*

When the students come to class they are often eager to start. This is the time to develop a learning routine which once established will foster success and nurture more progressive learning. No matter what method they wish to learn by, even the traditional method, if a routine of learning can be established then success can be fostered and reinforced.

They learn best when the goals are clear and explicit and relate to their own goals.

- *know the subject well and be well prepared*
- *provide opportunities for students to relate learning to own needs and goals*
- *allow for relevant practical activities*

The best technique for showing the relationship between learning and individual goals is by progress sheets. These are evaluated by teacher/student through a process of discussion, explanation and negotiation. This can be a challenging aspect of learning for the student and is essential to develop responsible control of the learning process. Again a sense of trust has to be developed between the student and the teacher.

They like to understand the purpose of each session and how it relates to their goals.

- *state purpose of each session - re-iterate at end of session and refer to the next*
- *negotiate progress of course regularly*

They learn best when the teacher is responsive to student suggestion and not defensive about own approach.

- *ask questions and reflect on answers*
- *listen and act on student concerns*
- *be open to change*

Always remember the purpose of any lesson is for students to learn. Don't get caught in the 'The operation was a success, but the patient died!' syndrome. Monitor the lessons well and be prepared to change direction as the mood indicates. Talk to the students if you think the lesson is not progressing as planned. Remember you are a visitor into a sub-culture, something may be happening within the class of which you are unaware causing a change in the mood of the students.

They learn best when their individual learning abilities are taken into account.

- *show students that this is known*
- *encourage students to set own goals within context of course*

They like to know where they are going.

- *re-iterate purpose regularly*

Talk to the students. Discuss their learning abilities, strengths and weaknesses. Long-term goals are negotiated then broken into short-term goals which are worked on systematically. This gives direction to the student and aids in the achieving of their long term-goals. Goal setting is not easily achieved in this environment and students will often change direction many times before they decide on a final outcome. For this to succeed individual programming is essential.

They will accept new ideas more quickly if these ideas support previously held beliefs.

- *provide opportunities to discover existing beliefs*
- *be aware of potential conflict*
- *do not preach*

Let the students take control of the discussion. They know each other better than you do. Monitor the situation, contribute ideas but do not dominate. Encourage them to look at issues from other directions. Allow them time to verbalise their thoughts and ideas and be prepared to change direction if the discussion leads to anger or visible frustration. Living in their society, they are forced to control 'normal' angers and frustrations. If these come out in discussions guide them rather than let them dominate. Be interested in their ideas and opinions.

They learn best if the emphasis is on learning rather than teaching.

- *enable the adult to choose what to learn, how to and at what rate*
- *provide opportunities for students to reflect on learning*

Sit down and talk with the students. Discuss what learning is and the methods you use in teaching. Talk of your own difficulties in learning and discuss similarities and differences. Have a co-learning relationship as opposed to a teacher-student relationship. Emphasise that individuals learn at different rates and time is not a major consideration. Do not talk in deadlines, talk in work completed.

They can learn through the imitation of the behaviour of others.

- *provide models—self, through the media etc.*
- *allow for observation of Good Practice*

In the classroom, model reading and writing on a regular basis. Take part in discussion without dominating and listen to others' points of view without unwarranted criticism, rather be constructive and accepting. Discuss the techniques you use in teaching to demystify the learning process. Often, in a class, learning behaviour will be enhanced by the presence of a peer tutor who is trusted and whose behaviour other inmates are more likely to follow.

They must be able to practise new skills and gain feedback and reinforcement.

- *allow for practical activities and feedback*
- *allow time for student self-assessment*
- *encourage group reinforcement and feedback*

Negotiate and introduce all new skills at their point of need. Students should see the relevance and purpose of skills being learnt for use either in the Correctional Centre or upon release. Not all skills can be practised successfully within the institution. Allow sufficient time to discuss skills and provide a large selection from which they can choose.

They will be judgemental and frank about how well a course meets their needs.

- *be prepared to listen and change*
- *be able to explain rationale of course*
- *be able to adapt—be accessible*

This may not necessarily be the case in a Correctional Centre which, because of its regimented nature, makes avenues for complaint complicated. Therefore, inmates are more inclined to endure dissatisfaction rather than voice an opinion. Dissatisfied students will often not turn up for lessons, or alternately, go to other teachers. Be receptive to the mood of the students and act before they need to show their dissatisfaction. Discussion and communication has to be frank. Other happenings within their world will have a great bearing on their reception to the learning process. Be aware of this.

They may resist change.

Often the student will feel secure in non-threatening forms of education and traditional methods such as work sheets, spelling lists etc. They will often prefer these because they can leave the educational process and decision making to the teacher. If a teacher changes from this approach the student can feel threatened by this venture into the unknown. Acknowledgement of how the student feels and what s/he anticipates from Education is essential for learning to be effective.

Dialogue must be a priority in the teacher-student relationship. Change may come about gradually, with discussion and with future directions clearly negotiated.

They need to participate in the learning and teaching process.

- *share uncertainties - both about own beliefs and about future of the course*
- *make student aware of current issues*

The world in which the students live is dominated by routine beyond their control. One of the attractions of Education and learning is that it allows a time of escape from the reality of this environment and freedom to participate in the decision making of the learning process. Keep this process interesting so it does not settle into a routine and become just another aspect of Correctional Centre life. The teacher is often the only communicative source of opinion from the outside, so incorporate current issues into the curriculum.

They need to achieve success.

- *allow for learning in short bursts*

The attention span of inmates can be short for a number of reasons. If expectations for a lesson are too high then the lesson will fail. Individual differences must be recognised and individualised programing can help alleviate this problem. Record success and progress making it attractive through reinforcement. Set teaching agenda so that skills are learnt through a series of stages integrating different curricula -eg. Maths, English within the one lesson, using as much variety as possible.

They need time for reflection and discussion.

- *make time for this*

Communication with individuals and the whole group is essential. Self and group evaluation are just as important as teacher evaluation. When the class leaves the room they do not necessarily go their separate ways as in an outside institution, but will talk about what goes on in their classes. The teacher goes home, they do not. Education is a very large part of their lives so encourage them to voice their opinions both positive and negative and build on them.

They need guidance to define own learning needs and how to meet them.

- *give positive feedback often*
- *allow time for individual attention*
- *provide alternative models*

Communication and individual programs are important. Dialogue, not only with individuals, but with the whole group will bring forth different learning needs previously undefined.

They expect recognition of cultural and other individual differences.

- *ensure they do not hold racist or sexist views and always respect cultural differences*

Racist and sexist views will be evident in the class make up and to attempt to directly challenge these will alienate the teacher. Through discussion etc present different points of view, look at issues from others' perspective and try and build a feeling of tolerance.

Conclusion

Teaching in a Correctional Centre is a rewarding though difficult experience. Over the last two years we have gained an insight into this unique educational environment. It has helped us to re-evaluate our own perceptions of teachers, clientele and education and in so doing taught us the value of reflection in the educational process.

Stereotyping is not the 'popular', single-sided concept associated with prejudice that we have been led to believe. It is multi-faceted and complex and as such underlies the perceptions and expectations that people have of themselves and others within a society. This has a great affect on education, especially in those areas considered 'marginal'. We as educators need to be aware of this so as not to allow stereotyping to influence our perception of clients, and visa versa not allow their perceptions of us to influence our teaching for the long term.

When teaching we have to take into consideration the individuality of the student, the teacher and the teaching situation. No matter where we teach, be it Correctional Centre or TAFE, we must realise that every situation has a unique set of circumstances. We must evaluate these situations and use teaching methods appropriate to that situation.

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Negotiating Within the Curriculum

Christine Bolton

This paper looks at one way curriculum has been negotiated within the Certificate of Adult Basic Education (CABE) course.

Background Information

Junee is a small country town, forty-two kilometres north of Wagga Wagga, NSW. There had been little adult education provision in this town which has been suffering economic decline over a number of years. There is a high level of unemployment and for many, since the discontinuation of the daily train service to Wagga, no access to training or childcare.

During 1990 Wagga TAFE ran a one day a week RAWFA/Maths Workshop class. In Semester II, 1991, a part-time CABE Course was commenced and the students studied the core subjects of Maths and English for three hours each week. The two electives chosen were Computer Awareness and Research and Study Skills. When it came to select the electives for the second semester of this part-time CABE, the choice of electives was restricted by the lack of access to the resources of Wagga TAFE and the availability of teaching staff. There was consensus with Learning by Contracts but difficulty in deciding on the second elective. All students had wanted to have a second semester of Computer Awareness but the Institute's set of lap-top computers were with another college for the semester.

They narrowed down their options to Local History, Writers Workshop and Society and the Individual. Earlier in our English class, as it was early in February, we had been reading and talking about Australia Day, the push for a change of flag and the idea of Australia becoming a republic. Based on this previous discussion and while considering the three options we posed the question 'What does it mean to be Australian in our present day society?' I then suggested that we could link these three electives by looking at Australia's social history as reflected in Australian literature and film, and use this theme as a stimulus for writing and we reached agreement.

APPLICATION OF THE NEGOTIATED CURRICULUM

Although the curriculum was limited by these parameters, that we set ourselves, there was still room for change as we went along. We moved through certain periods of history quickly and lingered in others longer, where there was more interesting material. Students brought in their own material and we stored them in the Community Centre as a temporary library. Newspaper articles and taped television programs were brought in, as were anecdotes from older members of the

community. One student telephoned me on the weekend to tell me that she had just watched a program on Aboriginal Dance, on which she had taken notes—I might like to tape another program in the series that would be on the following day on Aboriginal education which would be good for our class. There was always choice as to the literature chosen to read, generally though they chose to read the same texts, many choosing to read the additional texts in their own time. When it came to selecting the novel, two younger students chose *They're a Weird Mob* by Nino Culotta, while the rest read *Harp in the South* by Ruth Park.

Throughout the course, the series *Slice of Time* by Joan Kenny was used as a linking text. This is a series of four books giving a short view of aspects of Australian daily life each fifty years since European settlement. These were the base for different activities including listening tasks and reading photocopied chapters and reporting back to the group.

Assessment tasks included two individual pieces of writing, a group write and the final assessment was the chapters of the group's published book, *A Slice of Time* in 1988. The culmination of the course was the publication of the book at the Instructional Design Centre at Wagga TAFE and the presentation of a copy to the two other CABE groups at a morning tea. The group also took part in joint activities with the Koorie and ESOL classes on that day, which were very relevant to their theme of 'Australia Today'.

EVALUATION

This subject was not evaluated formally, only as part of the whole course for ABE records. This is contradictory to recommended practice. The reason I chose not to, was that I felt the whole subject developed critical reflection on attitudes and there were many incidental evaluations of what they were learning. An example of this was when we left the ESOL classroom one student sat down around the corner and was overcome by the experience. She said that that was the first time she thought she had ever spoken to someone from another culture and it was "marvellous". We all explored the experience then and there and followed it up later which led to an exchange of writings. Each student on the last day had prepared some item which summed up the group's experience during the twelve months. In these circumstances, I decided formal evaluation was unnecessary and would perhaps be seen as 'just another form'.

PHILOSOPHICAL RATIONALE

This subject was negotiated as described above and was open to input and adjustment by the students throughout. However, for me as a teacher it had an underlying philosophical purpose. Many students that I have encountered in ABE and certainly many in this group have very little background knowledge about the issues affecting them and society as a whole. In CABE English there is a strong emphasis on forming and expressing opinions on issues relevant to the students. Many local issues are able to be explored and the students have the required background knowledge to form an opinion. With other issues such as unemployment, women's issues, Aboriginal issues, multiculturalism and current political debate they have very little on which to base an opinion. Instead of being

part of the debate they are excluded, largely for this reason. Background knowledge of issues affecting the rapid changes in our society is essential to enable our students to become critically literate; to be able to see 'the big picture' and express an opinion in any way they see as appropriate. As Dr Mary Kalantzis defines it in the 1991 AJA Nelson Lecture, "literacy has been extended to the point that it implicates numeracy and that it implicates our political and social world - something called critical literacy" (from ACAL, 1992, p 4). The definition of literacy adopted by ACAL in 1990, International Literacy Year further explains critical literacy: "...For an advanced technological society such as Australia, the goal is an active literacy which allows people to use language which will enhance their capacity to think, create and question, in order to participate effectively in society" (ACAL, 1992, p 4).

Rob McCormack's recent publication, *The World of Work*, a reader for ABE students, endeavours to give an understanding of the history of production and distribution. "The main theme of the text is that the way we produce and distribute goods affects the rest of our lives." (McCormack,1992). Understanding the changes in the way people work, especially the rapid change we are currently experiencing, can take individual responsibility from the unemployed and enable them to prepare for our changing society. "Thus, one way to understand the current wave of change and uncertainties in our lives and Australian society generally is to see them resulting from the changes in our system of production." (McCormack, 1992).

This text is worded so that sophisticated concepts can be read by ABE students. The format also provides models of different ways of writing so that the book will not only be useful for its content but also for modelling different genres and teaching the skills of main idea and summary writing. I am looking forward to using this resource and exploring the possibilities.

THE TEACHING OF WRITING

Although this elective was based on Writers Workshop which emphasises the skills of writing, I decided to develop these skills with a strong reading component. This was based on the reading, *What is Known About Learning to Write* by Stephen Krashen. Based on research findings outlined in this article he says: "Increasing reading has generally been found to be more effective in producing gains in writing than increasing writing frequency." (Krashen, 1984, p 6).

The students became avid readers, many of them reading a novel for the first time. They also found new enjoyment in the literature of their own country, finding that if often reflected their own experience. I am taking another group in Junee now and find that I am a travelling library service for some of these ex-students. Along with skills developed in English, the group's writing confidence and skill increased.

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The Right to Literacy: The Role of the Public Library

Margaret Whittaker
Central Branch Manager
Bankstown City Library and Information Service

International Literacy Year triggered a growth in commitment to Literacy within public libraries. This paper chronicles some positive developments within public libraries in New South Wales.

Bankstown City Library has had a commitment to literacy provision for almost twenty years, owing to the foresight of the now Manager, Library and Information Services, Mrs Val Watson. She saw the public library not only as a place for those with adequate reading and writing skills, but as a provider of resources for the needs of the whole community. As a result she established a collection of resources and provided a one to one advisory service for both adults and children experiencing reading difficulties.

At the time this concept was unique. However, thankfully this is no longer the case. Since International Literacy Year (ILY) there have been many developments and initiatives taken by public libraries in regard to Literacy provision.

The combined Adult Literacy/ESL collection at Bankstown Library is housed in a special room near to the Readers Advisory Desk on the Lending Floor. The Chester Hill Branch has a small collection on open access. There are approximately 4,000 items in the collection which includes books, tapes and read-a-long kits. Suppliers of materials are the Bridge Bookshop, Language Book Centre, Narkaling (for books with tapes) and selections are made from reviews and booklists which are sent to us.

The collection is the largest in any NSW Public Library. This year we were fortunate to receive a $10,000 grant which will enable us to add further to our resources. In 1991 we lent an average of 400 items per month.

Patrons are given a one to one service by trained library staff and, being somewhat separated from the general collection, some privacy is ensured. All staff who work on the Lending Floor Readers Advisory Desk are given a half day in-service training session by the end of which they should have acquired the skills to give basic help to adults with literacy problems and adults learning English as a second language.

Several staff have done both the Home Tutor Scheme training courses run by TAFE and AMES and have provided students of their own with one-to-one tuition. These more experienced staff are called on if a staff member on duty feels that the client needs expertise.

STAFF TRAINING SESSION

The expected outcomes of our own training session are that staff will have an awareness of literacy problems, their wider implications and the types of people who they can expect to be helping. They will have a basic knowledge of appropriate material in the library's collection and will know about agencies in the community to refer people to for tuition.

An outline of the session is as follows:

(i) Setting the scene

(a) 'What is Literacy', using information from Osmond, P. (1984) *So You Want To Teach An Adult To Read* ...Melbourne, Edward Carroll Pty Ltd.

(b) 'No Single Measure', using information from Wickert, R. (1989) *No Single Measure: A Summary Report*, Canberra, Department of Employment. Education and Training.

(c) Video: 'Read it Mum' from *Between the Lines*

(ii) Why help?

(a) Types of people with literacy problems and the reasons for being so

(b) Social and economic costs of low levels of literacy, i.e. wider implications. Using Hartley, R. (1989) *The Social Cost of Inadequate Literacy*, Australian Government Publishing Service, Canberra.

(c) Video: 'The Small Print' from *Between the Lines*

(iii) Who helps

(a) Agencies who offer Adult Literacy and ESL provision

(b) The public library and its role

(c) Our collection and its use (using material as examples).

Tutor training classes are provided in the library's meeting room by TAFE and AMES on a regular basis throughout the year. One session is devoted to the library's collection. TAFE also holds a monthly meeting at the library for all their tutors to keep them in touch. This means that tutors make use of our collection on a regular basis as they are in the building. Tutors can also book our seminar room for teaching students.

In ILY we became much more aware that we would have to go out into the community to find people with literacy problems and to encourage them to use our collection. As we had established a good relationship with TAFE and AMES, a staff member and I went on a series of visits to the actual classrooms to introduce

ourselves and personally invite students and teachers to come to the library. We felt that if the students knew a friendly face this would help overcome the barriers of coming to a strange institution. We also took library material with us to show them what we could offer. As a result, several students did venture in on their own and ask for us by name, but most came in a booked group with their teacher. We now average five groups per month from many community organisations.

As well as making material available, the library also acts as a referral service for people who need tuition. An up to date listing of community agencies can be produced by our Community Information Service from their regularly updated computer listings.

Our liaison with community organisations has been invaluable. At the end of 1989, at the suggestion of Val Watson, library staff with a special interest in literacy and TAFE teachers from the Home Tutor Scheme met on an informal basis with a view to promoting International Literacy Year in the wider community.

A decision was made to ask the Mayor to call a public meeting to decide upon directions for Bankstown's participation in ILY. The meeting's aim would be to gather together a wide cross-section of concerned persons who may be interested in joining a committee to achieve a list of objectives to mark ILY.

The public meeting was attended by 35 people representing various community organisations, representatives of local and state government students, and tutors. At the meeting, the Mayor recommended the formation of an ILY Committee. Nominations were called and a committee of 16 elected consisting of representatives from TAFE, AMES, Vocational Services, CES, two library staff (Val Watson and myself tutors and two students. Our committee was very privileged to have a member (Robert Cohen) receive an ILY Literacy achievement award. He had been one of the longest serving home tutors in Bankstown. Bankstown City also received an ILY award for the work done by our committee.

During 1992, the Committee conducted a survey of the perceptions of literacy by service providers based on the research project conducted by Joan Guimelli of Manly-Warringah Literacy Network. Although services in the Bankstown area are being utilised the survey showed there are many people who remain in need.

The actual data from the results of the survey are yet to be published.

The committee at present is facing an uncertain future. Most of the literacy workers have ever increasing work loads and finding extra time is difficult. There is also the problem of publicising already full programs—creating disappointment for someone who has made the effort to enquire. However, we look forward to 1993 when we will perhaps have to look at new directions. The value of this community liaison cannot be underestimated.

Since ILY, awareness of the importance of Literacy/ESL provision in NSW public libraries has greatly increased. Many libraries have applied for and been given grants and the recent appointment at the State Library, Public Libraries Branch of a consultant for Literacy issues in Libraries (Sue Scott) will mean that there will be more consultation and co-operation in the future. Examples of libraries in the metropolitan area with sizeable collections and innovative services are Liverpool,

Canterbury, Holroyd, Ryde, Hawkesbury and Leichhardt. Statistics for the Public Libraries Branch at the end of 1991 indicate that a large percentage of libraries in the state now have some sort of collection which can be readily identified as Literacy/ ESL. Approximately 14% have over 1,000 items available.

Conclusion

In 1990 a conference entitled 'Libraries and Literacy: Read All About It' was conducted in Melbourne by the Public Libraries Section and the Literacy Section of the Australian Library and Information Association. In her paper to the conference, Rosie Wickert discussed the results of her survey *No Single Measure* , describing some of the findings about attitudes to reading and writing and current reading and writing practices. She explored the potential for libraries and librarians to promote and develop literacy and made suggestions about various aspects of a librarian's work that he or she may need to think about to maximise this potential.

Her conclusions that:

(a) the single most important factor related to literacy proficiency is the amount of reading people do now,

(b) the maintenance of literacy would seem to be related to the continued active use of literacy, and

(c) that the number of reading materials in the childhood home is also related to literacy success,

had many implications for librarians.

She challenged librarians with a quote from Garth Boomer: ". . . to go beyond passive lending to active advocacy". It is exciting to realise that many public librarians have seen the potential and have taken up this challenge.

This is an edited version of the paper presented at the ACAL Conference. An unabridged copy of the paper (with appendices) can be obtained from the NSW Adult Literacy and Numeracy Council, 02 690 1656.

Pre-Release Basic Education Program for Aboriginal Prisoners

Kinga Macpherson

Kinga Macpherson, from the Western Institute of TAFE - Bathurst College, received Commonwealth funding to design, implement and evaluate a program that addresses issues relating to the needs of Aborigines upon their release from goal.

This paper addresses the REALITY of the program - the issues and recommendations which emerged during the heady days of the RHETORIC (the writing and setting up of the program) and the ROMANCE (the implementation of the program).

THE RHETORIC

This program was open to Aboriginal and Torres Strait Islander prisoners, serving the final six months of their sentence at Bathurst Main Goal, Bathurst X Wing, and Shooters Hill Afforestation Camp. It targeted those prisoners with little or no formal education who wanted to participate in the program and who wished to improve their literacy skills.

Job-Seeking Skills and Community Awareness formed the basis of the program. These subjects were taught by Aboriginal teachers in conjunction with a team-teacher of Literacy and Numeracy who wherever possible was of Aboriginal descent. Aboriginal culture was to have been reflected in the teaching strategies and resources.

THE ROMANCE

The 'romance' stage of the program involved the trialling of the program.

Adequate funding meant over 100 Aboriginal prisoners were able to access the Program. Adequate funding also enabled 15 members of the Aboriginal community to be employed.

THE REALITY

The 'reality' was evidenced in the emerging issues and recommendations which arose from student and teacher meetings and evaluations.

It was recognised that success would be dependent on constant liaison between the organisations and effective human resources development.

A major emerging issue from the management point of view was that without regular meetings the Program was neither effective nor efficient. Regular meetings were deemed essential to enhance effective communication between organisations and the key personnel involved as well as a means of addressing problems relating to students, staff, environment, curriculum, staff-development needs and accountability procedures (DCS vs TAFE). They also provided opportunity for the staff to have input in the evaluation process. This encouraged equal participation and responsibility.

Issues also emerged from the employment of Aboriginal members of the community. Without doubt this was a contributing factor to the high attendance rates. The students and teachers reported feelings of 'belonging' and 'owning'. The shared learning styles encouraged group dynamics that brought about the writing and making of a video by the students and staff: *Looking for a job, Cuz.*

As a result of the interactive learning taking place, very often, discussions about Aboriginal issues became a focal point of the program. Although this enhanced self-esteem and confidence it nevertheless resulted in overriding the objectives of the program. Consequently it was recommended that Aboriginal Culture be added as a third subject; and to assist staff with teaching strategies, it was recommended they be recalled every 10 weeks for staff development and review programs.

Student centred learning and the subtle integration of literacy and numeracy enhanced positive attitudes towards learning and for appropriate strategies to be devised to address the student's real needs on release from goal. The exposure to an ABE learning environment, as well as participation in meetings, staff training and the Literacy-Tutor Training Workshops encouraged many staff to pursue further education.

From management and the students' point of view, the program was workable as it was held over a manageable number of hours (4 - 6 hours per week). This eased timetabling and students could continue working in the various gaol industries.

As the continuation of the program was dependent on DCS priorities and funding, it was urged that the high Aboriginal population in gaols be acknowledged by allocating appropriate levels of funding and that DCS, Post-Release and TAFE apply co-operatively for such ventures.

Consequently the Rhetoric, Romance and Reality of the Pre-Release Program developed positive attitudes to learning and strategies for survival. However, longitudinal studies would be needed to assess any reduction in recidivism.

Copies of the program, resources and videos are available from ALIO or Kinga Macpherson, Western Institute of TAFE, Bathurst College.

Membership

N.S.W Adult Literacy & Numeracy Council Inc.

If you're not already a member of the Council, think about joining today. You will receive four editions of Literacy & Numeracy Exchange a year (Membership is from January to December). The Council is an excellent way of keeping in touch with current issues and resources in adult literacy and numeracy. It also provides a way of contributing to the field of adult basic education and furthering its growth.

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(H) _____

FEE ENCLOSED: Individual wage earners

INCOME	FEE	
to $10,000 pa/students	$10 pa	☐
$10,001 - $20,000 pa	$15 pa	☐
$20,001 - $35,000 pa	$35 pa	☐
over $35,000 pa.	$50 pa	☐
Organisational Membership	$80.00	☐

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A. I am a...

☐ Teacher ☐ Tutor

☐ Basic Ed. Student ☐ Librarian

☐ Other

B. I work with...

☐ TAFE ☐ Evening COllege

☐ Corrective Services ☐ AMES

☐ Other

This is a ☐ Renewal ☐ New Membership

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- Articles may be of any length with a suggested maximun of 2000 words.
- Authors please conform as far as possible to conventional format, including the following:

1. Submission of a typewritten copy, double spaced on A4 paper or a Macintosh disc with the article on a Microsoft Word 4 program. The disc will be returned. If you type your article on this program the submission of a disc would be preferable, as it saves time retyping the document.
2. Title page to include name of article, author's name and address.
3. References should be fully cited.
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